



RECRUITMENT ANALYSIS OF AIR FORCE  
FAMILY DAY CARE PROVIDERS

THESIS

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**THESIS**

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Kimberly A. Rowe

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Abstract

This thesis is a qualitative, exploratory research effort which seeks to identify the motivators which influence Air Force Family Day Care (FDC) providers at Wright-Patterson AFB to enter and exit the FDC program. Two instruments were developed to measure the degree to which current and former FDC providers were influenced by various motivators identified through literature review and professional observation. Further, this thesis presents the results of the recruitment instrument which indicate the providers in the Wright-Patterson AFB FDC program are primarily motivated by their desire to remain home with their own children. The results also indicate there may be a difference in motivation between those providers who are in the program because they need to earn an income and those providers who are in the program because they want to earn spending money. Last, this thesis suggests areas for future research.

# RECRUITMENT ANALYSIS OF AIR FORCE FAMILY DAY CARE PROVIDERS

## I. Introduction

### General Issue

The Department of Defense (DoD) is the nation's largest employer and day care provider (Dorn, 1995). In 1995, the DoD employed a worldwide military force of 1,502,343 personnel and supported over 700 defense child development centers (CDCs) which cared for 160,000 children on a daily basis (Dorn, 1995). Although the operation of over 700 child development centers by itself demonstrates the magnitude of child care provided by the DoD, it is only a partial figure of the child care services provided by the DoD. In addition to these child development centers, the DoD supports licensed family day care (FDC) which nearly matches the capacity of CDCs in terms of the number of child care spaces (Willis, 1993:25). Licensed FDC takes place in the homes of military personnel who reside in military base housing. However, despite the enormity of child care services which are already provided by the DoD, a demand for child care by DoD personnel still exists (Dorn, 1995).

Although the DoD does not consider child care to be an entitlement (DoDI 6060.2, 1993), there are at least four primary reasons why the DoD is concerned about supporting the child care needs of DoD personnel. These reasons reflect the DoD's desire to: 1) fulfill its role as a responsible employer, 2) enhance its ability to recruit and retain personnel, 3) overcome the shortage, inconvenience and expense of private sector child care, and 4) maintain readiness, productivity, and morale. By providing child care, the DoD seeks to address these issues, but the underlying thread of these concerns is readiness. To maintain readiness, the DoD must be able to attract, recruit, and retain quality personnel who can respond to DoD requirements on a moment's notice. The ability of DoD personnel to be ready, whether through their response to alerts, overtime, or odd shiftwork, depends to a large degree on the availability of child care for their dependents. Yet there is a nationwide shortage of child care (Dorn, 1995) and services which are available often cannot meet the unique needs of DoD personnel. Likewise, the cost of private-sector child care services can impoverish low-ranking DoD personnel.

To satisfy the demand for child care and meet the needs of their personnel, the DoD has evaluated three primary alternatives to expand the existing capacity for child care. These alternatives include new construction or expansion of existing child development centers (CDCs), third-party outsourcing of child care services, and expansion of licensed family day care (FDC). The construction or expansion of CDCs is costly and is no longer feasible in a fiscally-constrained environment. Likewise, third-party outsourcing was found to be no cheaper than DoD-operated child care centers (Ault and Crosslin, 1987).

The third alternative however, expansion of licensed FDC, has already proven itself to be a cost-effective, quick means of expanding child care. The costs associated with licensed FDC are minimal compared to those associated with DoD-owned or contracted CDCs and a cost comparison of these three alternatives is provided in Chapter two. In addition to having a significant cost advantage over CDCs and third-party outsourcing, FDC offers the added benefits of flexibility, short or nonexistent waiting lists, convenience of location, and child care which takes place in a home environment. As a result of these benefits, FDC is ideally suited to meet the needs of shift workers, deployable parents, parents who have a high opportunity cost associated with their time (Johansen, 1992) or who routinely must work overtime to meet mission requirements (Functional Management Inspection, 1985), junior service members, and the children themselves.

If there is a drawback to the FDC program, it is the liability which comes with licensing individuals to be the sole providers for children in an environment with limited oversight. In a legal sense, the DoD does not necessarily incur liability through its licensing of providers. However, because the DoD has taken on the responsibility of screening and licensing providers, and allows the providers to operate their businesses in government quarters, the DoD can be perceived to be liable. If a questionable situation arises while a child is in the care of a licensed provider in government quarters, the perception can result in a negative reflection on the DoD's oversight of the program.

For over a decade, the DoD has aggressively sought to increase the safety, reduce the liability, and improve the overall environment of home-based child care. The DoD

directed the services to either establish a formal FDC program or abolish all unregulated home-based child care in government quarters (Functional Management Inspection, 1988). The Air Force recognized the benefits of home-based child care and launched its formal FDC in 1984 (Schmalzried, 1987). Since then, the Air Force has rigorously set out to reduce the liability and improve the environment associated with its program through continuous reviews, evaluations, and adjustments. In addition, the Air Force conducts thorough background checks on providers and their immediate families and requires extensive training (nutrition, safety, child abuse, discipline) prior to licensing. The overall objective of these efforts is to recruit and retain quality FDC providers who will promote a safe, healthy, and professional child care environment. Yet maintaining a steady force of quality FDC providers has proven to be a challenging assignment for many Air Force installations. It is understood that providers will leave the program when they relocate with their military spouse, but some providers leave the program long before they are scheduled to move.

To provide sufficient FDC services to meet the child care demands of the Air Force, AFI 34-701 specifies that each installation should “approve at least 5 percent of the enlisted housing units as family day care homes” (AFI 34-701, 1994:11.2). Despite an apparently win-win situation the FDC environment creates for both the providers and the Air Force, many installations with an FDC program have been unable to reach the 5 percent target set forth in AFI 34-701.

### Problem

For the Air Force Material Command at Wright-Patterson Air Force Base (AFB), Ohio, the number of providers in the FDC program can change overnight (Swensen, 1996), and the goal has yet to be reached. The Air Force has recently adjusted its target to 3 percent of enlisted housing units to reflect a more reachable goal (Howe, 1996) and the FDC staff at Wright-Patterson AFB has reached the 3 percent target. Instead of relaxing in light of their success, the FDC staff at Wright-Patterson AFB is striving to reach the former 5 percent target. The challenge is to not only recruit quality providers, but also to retain quality providers.

### Purpose

There are numerous motivators which encourage providers to enter and exit the FDC program. The objective of this thesis is to report the results of an investigation of the motivators which influenced the current providers at Wright-Patterson AFB to enter the FDC program. It is anticipated the results of the survey will assist the Wright-Patterson AFB FDC coordinator in understanding the degree to which the motivators in each area affect her program. With this understanding, the FDC coordinator will be in a better position to influence the caliber and stability of FDC providers recruited and maintained in her program and promote the Air Force's ability to meet its child care objectives. This thesis seeks to answer the following questions related to the recruitment of FDC providers at Wright-Patterson AFB:

1. Do the individuals in the current population of FDC providers at Wright-Patterson AFB share a common motivator which influenced them to enter the program?
2. Did demographic factors unique to the environment surrounding Wright-Patterson AFB influence the current population of FDC providers to enter the program?
3. With regard to the motivators which influence providers to enter the Wright-Patterson FDC program, is there a significant difference in motivation between providers who enter the program as a means of covering life-essential expenses and providers who enter the program as a means of acquiring extra spending money?

This thesis will not answer questions related to the retention of FDC providers. However, a retention questionnaire was developed and given a preliminary evaluation for its potential utility as an exit survey for the Wright-Patterson FDC program.

### Limitations

This thesis has several limitations regarding the populations for both surveys as well as the motivators being measured. With regard to the populations, the responses of the targeted FDC providers may not represent the views of all FDC providers in the Air Force or the DoD. The Wright-Patterson AFB population of FDC providers may be influenced by motivators not applicable at other locations. Further, although the intent of this thesis was to survey all forty-two of the current FDC providers as well as five former providers, some providers could not be successfully contacted. The results of the survey must be looked at conservatively in consideration of likely sampling errors.

## II. Literature Review

### Introduction

When Edwin Dorn, the Undersecretary of Defense for Personnel and Readiness, addressed the 26<sup>th</sup> Student Symposium in Washington, he declared the Department of Defense (DoD) to be the largest employer and the largest daycare provider in the nation (Dorn, 1995). As of December 31, 1995, the DoD employed a worldwide military force of 1,502,343 personnel in addition to a direct-hire civilian force of 831,806 personnel (Heitkamp and Cordell, 1996). At the time of Dorn's address, the DoD supported over 700 defense child development centers (CDCs) and cared for 160,000 children on a daily basis (Dorn, 1995). This figure, however, is only a partial figure of the magnitude of child care provided by the DoD because, in addition to formal CDCs, the DoD supports licensed family day care (FDC) which nearly matches the capacity of CDCs in terms of the number of child care spaces (Willis, 1993:25). Licensed FDC takes place in the homes of military personnel who reside in military base housing. Despite the enormity of child care services which are already provided by the DoD, a demand for child care by DoD personnel still exists (Dorn, 1995).

## Importance of Child Care Within the DoD

Although the DoD does not consider child care to be an entitlement (DoDI 6060.2, 1993), a review of the literature reveals four primary reasons why the DoD is concerned about supporting the child care needs of DoD personnel. These reasons reflect the DoD's desire to: 1) fulfill its role as a responsible employer, 2) enhance its ability to recruit and retain personnel, 3) overcome the shortage, inconvenience and expense of private sector child care, and 4) maintain readiness, productivity, and morale.

Fulfill role as a responsible employer. As the nation's largest employer, recruiting 222,000 people each year, the DoD is in the American spotlight for demonstrating responsibility for its role as an employer (Dorn, 1995). As noted in a Government Accounting Office (GAO) report, “[the] commitment to a work force with more women, single parents, and dual military couples implies a commitment, as a responsible employer, to provide high quality, consistently available child care” (Marine Corps Child Care, 1989:4). The significance of being a responsible employer extends beyond setting an example for others to follow. Establishing a reputation as a responsible employer can be a strategic weapon in the recruiting environment where the DoD must compete for human resources from a finite population in an all-volunteer environment.

Enhance ability to recruit and retain personnel. In the absence of a selective service environment where the DoD can selectively draft Americans into military service, the DoD must compete with private-sector organizations for limited human resources. The DoD

recognizes that by providing quality family support services, it is in a strategic position to attract and retain quality personnel (Inspection, 1990) and child care is a critical part of DoD family support services. Organizations in the private sector have acknowledged a shortage of child care services for their personnel and some companies have begun to provide or subsidize child care services to distinguish themselves as elite employers (Harper and others, 1993). Although the DoD has been providing formalized child care for over a decade--long before corporate America's acceptance of this responsibility, the increased support of these services by corporate America may erode the DoD's strategic advantage in recruiting personnel. The discriminator which may distinguish DoD employment from private-sector employment at the present time is the quality and affordability of child care offered. Enhancing recruitment opportunities is only part of the picture. In addition to supporting the DoD's ability to recruit personnel, the provision of child care can also affect the DoD's ability to retain existing personnel. The retention of DoD personnel is important because the DoD invests substantially in training and educating its personnel to support its mission readiness. If DoD employees already have access to quality, affordable child care through DoD initiatives, it is unlikely they will leave the DoD solely for the purpose of obtaining equal or inferior child care services.

Overcome the shortage, inconvenience, and expense of private-sector child care.

Corporate America has acknowledged a shortage of child care services for its personnel. The shortage is widespread and is considered to be a national child care crisis (Matthews, 1990 and Dorn, 1995). Consequently, the United States House of Representatives has

been actively reviewing the situation to determine what actions can be taken to alleviate the problem (United States Congress, 1995). In the meantime, DoD personnel must compete with private-sector employees for scarce child care services. The frequent relocation of DoD personnel results in a competitive disadvantage for members in this environment, because most child care services maintain waiting lists with first-come-first-serve priorities. The time spent on a waiting list can vary with the environment, but it is not unusual for a waiting list to extend beyond a year. Consequently, permanently located private-sector employees can expect to obtain services as the list shortens, whereas DoD personnel may not even reach the top of the list by the time they are relocated. The shortage of child care, long waiting lists, and DoD requirements may eventually motivate DoD personnel to travel great distances to obtain care for their children. The extraordinary arrangements can be an inconvenience to DoD personnel and ultimately have an adverse affect on their quality of life.

The inconvenience of private-sector child care is further compounded by the conflict of services provided and the needs of DoD personnel. More often than not, DoD personnel work on military installations which are located in rural areas, foreign countries, or away from extended families. Further, many DoD personnel are subject to evening (swingshift) and late night (graveshift) schedules and, to complicate matters even more, DoD readiness exercises can require personnel to work overtime from 12 to 16 hours a day. A conflict between services and needs arises because many private-sector child care services operate on Monday through Friday schedules with hours from 6:30 to 6:30, and child care services

of any form may not exist in rural locations. Obtaining private-sector child care for contingencies such as deployments and exercises requires special arrangements which can be more costly than scheduled services. Even without the expense of special arrangements, private-sector child care can be so costly as to render such care unaffordable for enlisted service members (Observations on the Military Child Care Program, 1988). To stress this point, the following example is provided using an actual child care rate and three stratified base pay rates for Air Force enlisted members:

TABLE 1  
PRIVATE-SECTOR CHILD CARE RATES VERSUS BASE PAY

Rank	Years of Service	Base Pay per Month	Care for One Toddler per Month	Percentage of Base Pay
Airman Basic	2	\$854.40 **	\$440.00 *	51.5%
Airman First Class	3	\$1091.40 **	\$440.00 *	40.3%
Staff Sergeant	6	\$1437.40 **	\$440.00 *	30.61%

\* The child care rate for a toddler (12 to 18 months old) at Children's World Learning Center in Beavercreek, Ohio, as of June 1<sup>st</sup>, 1996, is \$110.00 per week, or \$440.00 per month. \*\* Base Pay rates were obtained from DoD pay rate charts (1996) based on rank and years of service.

In the above example, to provide adequate day care for one toddler, an Airman Basic would have to sacrifice as much as 51.5% of his or her base pay to provide private-sector, center-based child care for his or her child. Although the percentage decreases as the airman acquires rank, it is still a significant amount. It is also important to remember that the percentages presented above reflect the support for only one child. This percentage increases almost linearly as additional children in the family require child care services. Certainly this expense can adversely affect the quality of life for enlisted members as it

reduces the spendable income which can be applied toward life-essential necessities, recreational activities and other factors which influence morale.

Maintain readiness, productivity, and morale. “DoD provides child care services as a way of maintaining readiness, reducing lost duty time, enhancing productivity, and improving the quality of life for service members and their families” (Military Child Care, 1989:17).

This statement was made in 1989, but it holds true today as well. Readiness is an important issue in the DoD, and child care services are critical to readiness--regardless of who provides the services. Military parents are required to be deployable on a moment's notice and the lack of immediate child care services can affect the speed with which members can respond to alerts. By regulation, single and dual military parents are required to have a plan of action for their dependents in the event of deployments or emergencies (DoDI 1342.19, 1992), but a shortage of child care hinders a member's ability to secure these arrangements. In fact, child care has been cited as the primary reason single parents experience problems with military commitments (Taylor, 1987). Hence, the child care shortage in the private sector means that, without DoD's child care services, the readiness of the force is threatened (Matthews, 1990).

In addition to readiness, the DoD supports child care to reduce lost duty time. The staff director for the deputy assistant secretary of the Navy for force support and families, stated that for single parents in the military, “life becomes child care” (Jowers, 1989:58). Single parents do not have a spouse who can take care of their children in the absence of child care services. When child care is unavailable, single parents must take time off from

work to care for their children. Unfortunately, this situation is not restricted to single parents alone. The DoD employs many dual-career personnel as well and, in the absence of child care services, one parent or the other will be forced to take time from work to care for their children. On average, parents lose about three days of duty each year for child care reasons. The number of lost duty days increases to eight days each year for single parents (Zellman and others, 1992). For the Air Force alone, which currently makes up 26 percent of the total military force (Manpower Statistics, 1996), the expected number of days lost for child care reasons in just one year, based on the above averages, is 192,271 days (based on 1996 Air Force manpower data which reported 17,423 single parents and 17,629 dual military couples in the service in 1995). Interestingly, a Rand report stated that “the highest number of days lost to duty because of children and child care [were] found among CDC users” (Zellman and others, 1992:xiii), whereas “[the] lowest number of days lost to duty [were] found among users of family-based care” (Zellman and others, 1992:xiii).

The absence of child care not only affects lost duty time, it also affects the productivity and quality of life of DoD personnel. Productivity can drop when personnel spend their duty time worrying about their children. Conversely, productivity can be maintained or even increase when personnel know their children are being well cared for in their absence (Military Child Care, 1989). Child care issues can adversely affect the quality of life for personnel through the inconvenience and expense associated with such care. As with productivity, the quality of life of personnel can be maintained or even improved when

reliable, convenient, and affordable child care is available. Recognizing this relationship, the DoD seeks to improve the environment for its personnel and resolve the unique problems encountered by providing child care services which will overcome the shortage, inconvenience, and expense of private sector child care (Military Child Care, 1989).

Though the DoD is concerned about child care because of the issues presented in the above four categories, the underlying concern is mission readiness. The readiness of the DoD depends heavily on the readiness of its personnel. By maintaining an image as a responsible employer, the DoD enhances its ability to recruit and retain the caliber of human resources required to support its mission. The successful recruitment and retention of these personnel depend on the DoD's ability to offer competitive benefits which impact the overall quality of life of its personnel. House Representative Patricia Schroeder was quoted as saying, "The old military, where family benefits were considered frills, is over. Most of the people who are in the military have families, and we had better take care of these families if we intend to have a ready force" (Craver, 1985:4). The absence of child care can not only deter potential employees from seeking employment with the DoD, it can contribute to the loss of DoD personnel--especially when personnel have to choose between the benefits of their careers and the quality of life for their families.

### Child Care Alternatives

To satisfy the demand for child care, the DoD has evaluated three primary alternatives to expand the existing capacity for child care. These alternatives include new construction or

expansion of existing CDCs, third-party outsourcing of child care services, and expansion of licensed FDC. With regard to the first alternative, President Clinton forwarded a budget to Congress in February 1995 which included a request for \$56 million to build and expand 20 child care centers and increase child care spaces by 23 percent (Dorn, 1995). Though this budget would support the DoD's effort to meet its demand for child care, funding of this magnitude may not be available in the future to support the demand--especially in a military environment which is already fiscally constrained. The second alternative, third-party outsourcing, was formally evaluated for its potential in 1987 as directed by Congress. The conclusion of the resulting feasibility study stated that the third-party child development centers would be no cheaper than DoD-operated child care centers (Ault and Crosslin: 1987). The third alternative, expansion of licensed FDC, has already proven itself to be a cost-effective means of expanding child care. In the first 3 1/2 years after the program's implementation in 1984, the capacity of licensed FDC increased by over 600 percent (Military Child Care, 1989). The costs associated with licensed FDC are minimal compared to those associated with DoD owned or contracted CDCs. For clarification, the variables influencing the cost of each alternative are presented below.

#### Cost Comparison of Child Development Centers, Third-Party Outsourcing, and Licensed Family Day Care

Between 1989 and 1992, the Pentagon doubled its spending on child care (Willis, 1992). This increase was a result of the Military Child Care Act (MCCA) of 1989 which, among

other things, mandated the military to increase its contribution to the operation of child development centers. Unfortunately, this increased spending doesn't necessarily reflect an increase in the Pentagon's budget. Given that the budget in recent years has been shrinking and must continue to support all other aspects of DoD operations, it is not likely that the DoD can continue to double its spending for child care services. For the purpose of the comparisons below, the costs associated with background investigations of caregivers are assumed to be equal across all caregivers in all scenarios.

Child Development Centers (CDCs). The costs associated with CDCs were significant compared to those associated with FDCs even before the enactment of the MCCA. Unfortunately, the Military Child Care Act of 1989 increased these costs when it mandated that the military match funds and parent fees by 50 percent (United States Congress, 1989). Although the match applied only to fiscal year 1990, DoD policy has not only required the match to continue but has since increased the percentage to a 100 percent match of parent fees (DoDI 6060.2, 1993). Other costs associated with CDCs include construction or expansion costs, staffing costs, training cost, and miscellaneous operational costs (janitorial services, materials for activities, cafeteria services).

The construction costs for CDCs can be enormous even though the land is already in DoD possession. The construction of the facility must meet minimum construction standards as prescribed in DoD Instruction 6060.2. Costs increase as special requirements are added to the construction, such as installation of monitors which give the front desk visibility over

all corners of the facility or alarms to trigger unauthorized exits. The DoD can reduce the expense of acquiring more facilities by modifying existing structures to meet these requirements, but there is still an expense incurred in the modification.

A second cost associated with CDCs comes with staffing requirements. The staff of a CDC not only includes the care givers themselves, but it includes a small administrative staff, a center director and, in some cases, a chef. Staffing costs can vary depending on the age group distribution of children which are cared for in the facility. By regulation, both state and DoD, infant care requires a higher caregiver-to-child ratio than older children (DoDI 6060.2, 1993). The higher staffing requirement associated with this regulation directly increases staffing costs (Child Care, 1988). Private-sector child development centers avoid this increased cost by simply not offering infant care--which fosters a shortage of private-sector infant child care. Staffing costs can also be significant when the DoD attempts to use CDCs for supporting the child care needs of personnel who work swing- and graveshifts. When a trial run of operating a CDC around-the-clock was conducted at Cannon AFB, New Mexico, one of the problems encountered was finding enough qualified staffers (Mace, 1980). This problem may be overcome by offering pay incentives to staffers who work odd shifts but, then again, these incentives only add to the cost of operating a CDC. As a final note, the DoD may already be paying higher costs for CDC staff than the private sector when a cost comparison of the benefits packages offered by both sectors is included in the analysis.

The DoD requires that all CDC caregivers receive training which includes orientation training and 36 hours of in-depth training (DoDI 6060.2, 1993). Though the costs of the training program itself can be assumed equal for all three scenarios in this comparison, the training costs differ among CDCs and FDCs because CDC personnel are paid while they are in training. Consequently, the costs for CDC caregiver training include the wage of the caregiver in addition to the cost of the training program.

In addition to the expenses already mentioned, CDCs incur costs associated with the daily operational activities of a CDC. The two primary costs in this category are janitorial costs and the cost of materials for activities. Janitorial services are critical to the sterile operation of a CDC. These services are needed to ensure a clean, germ-free environment is maintained to prevent communicable illnesses from being transferred among the children. When a child becomes ill, the parents are required to remove the child from the center, which translates into lost time from duty. Materials for activities incur costs as well. Most children spend eight hours or more in CDCs, and developmental activities which occur for the duration of this time generally require a multitude of materials. As with staffing, the costs associated with janitorial services and materials for activities increase as the hours of CDC operation increase (Mace, 1980).

The overall costs associated with the operation of DoD child development centers can be enormous. As a result, when the DoD requested funds for constructing new and expanding existing CDCs, Congress required a feasibility study to be conducted to

determine if outsourcing child care would be a more cost-effective approach to supporting DoD child care requirements (Ault and Crosslin, 1987).

Third party CDCs. Under the third-party concept, the DoD would provide DoD land to private child care services for the design, construction, and operation of CDCs. Aside from providing the land, the DoD would not be involved in the operational aspects of the CDC and the third party would be responsible for all other costs associated with CDCs. These costs are synonymous to those already outlined for DoD-owned CDCs. As a result of Congress' mandate, the DoD employed the services of a private-sector organization, the Logistics Management Institute (LMI), to determine the feasibility of this concept.

The results of the study highlighted two major barriers which would prevent the third-party concept from being realized:

- 1) Commercial firms do not wish to risk investment capital on CDC facilities on military bases. They are concerned about losing their facility in the event of base closures or cutbacks, operating CDCs where occupancy rates cannot be guaranteed, and providing more extensive child-care services than they normally provide.
- 2) Commercial firms would need to charge prohibitively higher fees to military families for child care to cover expenses for building construction and maintenance, utilities, materials and supplies, and insurance and license fees, which are not directly borne by the government when it operates CDCs. (Ault and Crosslin, 1987:iii)

When determining the cost of overcoming the two barriers presented above, the LMI team evaluated four alternative arrangements which included increased user fees, appropriated fund subsidies, Government financing of the building only, and service contracting. The

overall conclusion of the study was that the cost of overcoming the barriers would be no cheaper than those associated with the operation of DoD child development centers (Ault and Crosslin, 1987:iii).

FDCs. In 1992, Linda Smith, the deputy director of the DoD Office of Family Policy Support and Services emphasized the cost effectiveness of FDCs:

We know we aren't going to get massive construction budgets for day care centers ... Private homes help fill the need for day care at less cost to the government. Figuring all the costs of running a day care center, including personnel, buildings, and upkeep, the Defense Department can get two home spaces for what it costs to provide one in a center. (Jowers, 1992:54)

The military funds the oversight and training costs associated with operating FDC homes, but the primary support for the program is the user fees which are paid directly to the caregivers (Military Child Care, 1989). Although the Military Child Care Act of 1989 allowed appropriated funds to be used for subsidizing FDC caregivers (United States Congress, 1989), the Army is the only service which has notably taken advantage of the provision through its subsidization of infant care in FDC homes (Zellman and others, 1992).

Other costs associated with the FDC program include staffing costs, training costs, and miscellaneous support costs such as toy-lending services. Unlike the CDCs, no construction costs are incurred in the FDC program because child care services are provided in the private homes of military members (Military Child Care, 1989). The FDC program does incur staffing costs but, unlike CDCs, those costs do not include the cost of

employing caregivers. Rather, the FDC staff supported by the DoD typically includes a FDC coordinator for every fifty FDC homes at an installation and a minimal number of program monitors, even though the DoD authorizes funds to be used for the salaries of administrative personnel and training and curriculum specialists as well (DoDI 6060.2, 1993).

At least one of the services has dictated that FDC providers are not to be charged training or licensing fees (Department of the Air Force, 1994). By default, this mandate means that the service intends to carry these costs. However, the cost of training FDC providers, unlike the cost of training CDC providers, is limited to the cost of the training program itself. Because the FDC providers are paid directly by the parents, and because most FDC providers attend training after business hours, the services do not have to pay wages during the time the FDC providers are in training. Because the FDC providers are considered private business people, the DoD is not obligated to provide costly benefits packages, although most providers have access to DoD benefits as spouses of military members.

The miscellaneous costs associated with the FDC program include the support of a toy lending program for FDC providers. This program is designed to provide equipment and supplies to FDC caregivers to reduce the cost burden of offering creative activities in their programs (Department of the Air Force, 1994).

Contrary to generating costs, the FDC program can generate funds which can be used to support salaries and activities. This generation of funds is possible through the sponsorship of the U.S. Department of Agriculture food program. For every FDC provider who uses the program, the sponsoring organization receives \$50 (Functional Management Inspection, 1988). In addition, FDC homes can offer specialized services which are too costly to provide in CDCs. These services include care for premature infants, mildly ill children, handicapped children, and children of shift workers (Functional Management Inspection, 1985).

### Other Benefits of FDC

Not only is FDC a cost-effective means of providing routine and specialized child care, it is flexible and meets the real and ideological needs of both parents and children.

Flexibility. The DoD supports child care as a means of meeting the unique child care needs of its personnel. In most studies throughout the literature, the FDC program has been upheld as the ideal arrangement for supporting this objective. As private business persons, FDC providers set their own hours of operation and can negotiate their hours with individual parents. This flexibility benefits both parties: the providers benefit because they are able to establish operating hours around their private agendas, and the parents benefit because they are able to secure services which are tailored to their needs. Taylor suggests that FDC is especially suitable for deployable military parents because the

providers themselves are part of a military family. This relationship, Taylor contends, invokes a sensitivity in the provider toward the parents' military obligations and, as a result of this sensitivity, “[getting] a military spouse to agree to answer a knock at the door at two o'clock in the morning and accept a child because of a mobility requirement may be easier” (Taylor, 1987:15). The flexibility of an FDC environment extends beyond just meeting the needs of shift workers and deployed military members, though. Flexible care is demanded by parents who have a high opportunity cost associated with their time (Johansen, 1992) or who routinely must work overtime to meet mission requirements (Functional Management Inspection, 1985). Although flexible care is of major concern to both the DoD and parents alike, the parents have additional needs which can be ideally met through FDC.

Needs of the Parents. Numerous factors influence a parent's decision to obtain FDC services over CDC services. For many military personnel, child care selection occurs immediately following a relocation or the birth of a child. In the event of a relocation, military members have 60 days to secure child care arrangements which do not interfere with their jobs (DoDI 1342.19, 1992). In the event of the birth of a child, military members are authorized six weeks of maternity leave, during which time they can arrange child care services prior to the return to work. Although these time frames appear to be sufficient for obtaining child care services, they are relatively short when considering that many child care waiting lists are months, or even over a year. In this environment, family

day care can offer the benefit of having either brief or non-existent waiting lists (Young, 1987).

Family day care also offers the benefit of being conveniently located near a member's place of employment. Because FDC is administered in military housing, which is often located on or near the military installation, parents have the convenience of short commutes to and from child care services. The short commute is ideal for parents who wish to spend their lunch hours with their children or for temporary emergencies (Yousha, 1995). Family day care services are also ideal for parents who desire a home environment for their children, as the services take place in the home of the provider. Further, FDC allows parents the option of keeping their children together (Yousha, 1995), thereby eliminating multiple child care arrangements and promoting a family environment. At least one study has discovered that mothers with more than one child were likely to choose an FDC environment for this reason (Johansen, 1992). Above all, through the individual attention of the providers, the FDC environment is perceived to be ideal for providing warmth and love to the children--a characteristic which parents consistently correlate with quality child care (Waite and others, 1991).

Needs of the Children. The needs of the children are an important variable in the parent's selection of child care services. In addition to providing a warm, loving environment, FDC services can fit the needs of children who do not fare well in group settings (Yousha, 1994). By regulation, when all the children in an FDC provider's care are under the age of

eight years, the provider is restricted to a group size of six children. This restriction is reduced to a group size of three children when all the children are under the age of two years (DoDI 6060.2, 1993). The small child-to-caregiver ratios in FDC environments have also been recognized for their contribution in reducing the exposure of younger children to disease (Waite and others, 1991) and the one-to-one interactions between providers and children under two years of age have been beneficial to the emotional and cognitive development of the children (Zellman and others, 1992 and Waite and others, 1991). Despite the numerous benefits cited above, the FDC program is not without problems. If there is a drawback to the FDC program, it is the liability which comes with licensing individuals to be the sole providers for children in an environment with limited oversight.

### Liability of FDCs

“[The family day care] business can be sensitive. ‘If someone says, *You touched my child the wrong way*, you could be ruined for life” (Jowers, 1992:53). This statement was made by an Army FDC provider, but the message conveys the magnitude of liability attached to all child care providers in an FDC program. In a legal sense, the DoD does not necessarily incur this liability through its licensing of providers. As Beverly Schmalzried, the Air Force Morale, Welfare, and Recreation Family Activities Administrator, related, “We have the same responsibility that states would have in licensing someone. When someone has an accident in a car, the state is not responsible” (Garamone, 1986:6). However, because

the DoD has taken on the responsibility of screening and licensing providers, and has allowed the providers to operate their businesses in government quarters, the DoD can be perceived to be liable. If a questionable situation arises while a child is in the care of a licensed provider in government quarters, the perception can result in a negative reflection on the DoD oversight of the program.

For over a decade, the DoD has aggressively sought to increase the safety, reduce the liability, and improve the overall environment of home-based child care. Indeed, the origin of the FDC program itself was a result of a DoD directive which sought to reduce or eliminate the liability arising from unmonitored child care in government quarters (Functional Management Inspection, 1988). The DoD directive dictated that the services were to either establish a formal FDC program or abolish all unregulated home-based child care in government quarters (Functional Management Inspection, 1988). The Air Force recognized the benefits of home-based child care and, given the ultimatum, launched its FDC program (formerly called the Family Day Care Home, or FDCH, program) in 1984 (Schmalzried, 1987). Since then, the Air Force has rigorously set out to reduce the liability and improve the environment associated with the program through continuous reviews, evaluations, and adjustments.

The DoD's first move in improving the program was marked by the revision of Air Force Regulation (AFR) 215-27, Child Development Program, (Functional Management Inspection, 1985) which preceded even the DoD's Instruction, DoDI 6060.2, regarding

the licensing of FDC providers (Alich and others, 1990). Among other responsibilities, AFR 215-27 stated that FDC providers act as private business persons who are responsible for paying any claims or judgments resulting from their home day care activities (Alich and others, 1990). As such, providers were required to purchase at least \$300,000 of liability insurance, with the United States listed as an additional insured, prior to obtaining a child care license (Alich and others, 1990). In addition, the regulation thoroughly outlined requirements which must be met prior to licensing a provider. These requirements included free access to the home for inspections, proof of mental and physical health for the provider and all family members, criminal record checks, safety and fire hazard checks, and compliance to all federal, state, and local laws and registration requirements (Alich and others, 1990).

The original AFR 215-27 has since been revised and renamed Air Force Instruction (AFI) 34-701. The revised instruction incorporates requirements which were set forth by the Military Child Care Act of 1989 and the Crime Control Act of 1990, but the overall objective of the publication is relatively unchanged. Along with the DoD, the Air Force has sought to increase the safety, reduce the liability, and improve the overall environment of its home-based child care. "The family day care program fights a constant battle against parents' fears about the safety of home-based care" (Jowers, 1992:54), and commanders worry about what goes on in these homes as well (Zellman and others, 1992:40). Through careful screening, training, and evaluation, the Air Force desires to recruit and retain quality FDC providers who will promote a safe, healthy, and professional child care

environment. The key to the success of the FDC program, then, is the providers themselves.

### The Providers

From a DoD perspective, a family day care provider is:

An individual 18 years of age or older who provides child care for 10 hours or more per week per child on a regular basis in his or her Government quarters with the approval and certification of the commanding officer, and has responsibility for planning and carrying out a program that meets the children's needs at their various stages of development and growth. (DoDI 6060.2, enclosure 2)

This definition is somewhat generic when compared to the characteristics of providers typically found at Wright-Patterson AFB. Family day care providers in the Wright-Patterson AFB FDC program tend to be female spouses of lower-ranking enlisted members who reside in Government quarters (Swensen, 1996). Indeed, AFI 34-701 specifies that to provide sufficient family day care, each installation should "approve at least 5 percent of the enlisted housing units as family day care homes" (AFI 34-701, 1994:11.2). This instruction does not mean that commissioned spouses are excluded from becoming providers. The Air Force has simply recognized that the FDC environment tends to be a lucrative proposition for spouses of lower-ranking enlisted members.

Participation in the FDC program can be the ideal opportunity for enlisted spouses to earn additional income for their families, especially for individuals who are assigned to bases in rural locations where jobs may be scarce or mundane. This opportunity becomes even

more significant for enlisted spouses who have children of their own. As already demonstrated at the beginning of this chapter, an airman will sacrifice 51 percent of base pay to enroll just *one* child in a private-sector child development center. This magnitude of financial sacrifice suggests the income of the airman's spouse must offset the added expense of child care incurred as a result of acquiring a job. Enlisted spouses who become FDC providers, however, can not only earn an income tending for other children, they also have the opportunity to stay home and care for their own children, thereby saving the added expense of child care. At the same time, the child of the provider can benefit from the social interactions encountered while playing with the children under the provider's care. It is a win-win situation: the Air Force wins because it secures critically needed child care arrangements and the providers win because they can earn an income while tending their own children.

Despite the apparent win-win situation, many installations with an FDC program have been unable to reach the 5 percent target set forth in AFI 34-701 (though a few have surpassed the 5 percent target)(Swensen, 1996). For the Air Force Material Command at Wright-Patterson Air Force Base, Ohio, the number of providers in the FDC program can change overnight (Swensen, 1996). The Air Force has recently adjusted its target to 3 percent of enlisted housing units to reflect a more reachable goal (Howe, 1996) and the FDC staff at Wright-Patterson AFB has reached the new goal. However, the Wright-Patterson FDC staff is striving to reach the former 5 percent target. The challenge is for the staff not only to recruit quality providers, but to retain quality providers as well.

## Recruitment and Retention

Each military installation is unique relative to its ability to recruit and retain FDC providers. This uniqueness is a result of demographic motivators which may or may not encourage providers to enter the program. For example, a spouse living on an installation in a remote area may be unable to find desirable employment off-base, or perhaps the commuting distance is too long. In this environment, the spouse may be motivated to become an FDC provider in the absence of other employment opportunities. On the other hand, a spouse who is living on an installation in a remote area may be able to find a desirable job, but perhaps he or she is unable to find child care for his or her children. In this situation, the spouse may become an FDC provider as a means for earning income while remaining home with his or her children. The reasons for entering the program or leaving the program can vary with each provider. It is understood that providers will leave the program when they change stations (PCS), but some providers leave the program long before they are scheduled to move, and some providers choose not to reenter the program at their new location. The early departure from the program increases the turnover rate at the existing location and adds to recruitment difficulties at the new location.

In 1992, a team of researchers from a national defense research institute recognized the value of the FDC program in its role for supporting Air Force child care objectives. Two

of the team's recommendations were to strengthen the marketing of the FDC program and reduce the disincentives confronting FDC providers (Zellman and others, 1992:xv). Since that time, the Air Force has sought to eliminate disincentives on a global scale. For example, to offset disincentives such as high start-up costs, the Air Force subsidizes a toy-lending service and provides training and licensing free of charge (AFI 34-701, 1994). The Air Force also adjusted its requirements and now allows licenses to transfer to new locations--thereby eliminating a disincentive associated with the old requirement of having to be retrained after a relocation. Although these initiatives have improved the program for providers, there are still many disincentives which can hinder the Air Force's ability to recruit and retain providers. Because each Air Force installation is environmentally unique, it is essential that each installation FDC coordinator understand the factors in that environment which motivate the providers to enter and exit the program. With this understanding, the coordinators will be in a better position to target their marketing efforts and mold their program in a way which will attract and retain quality FDC providers.

Recruitment. Perhaps the strongest marketing approach the Air Force has in attracting potential FDC providers is that the provider can earn an income while remaining at home with his or her children. A related motivator includes the benefit of having playmates for the provider's own children while earning an income. These are two appealing concepts which may initially attract many recruiting prospects; however, an extensive study of private-sector FDC providers revealed that issues surrounding the providers' children were also key motivators for leaving the program (Nelson, 1990). Fortunately, earning an

income while remaining home with the children and their playmates is not the only motivator for becoming an FDC provider. Some providers simply have a "personal or ideological commitment" to staying home, regardless of whether or not they have children (Nelson, 1990:31). Others may need to earn an income yet may not consider themselves qualified for off-base employment (Nelson, 1990). The FDC program gives these individuals and others an opportunity to operate their own businesses while receiving free training, licensing, and supplies (Zellman and others, 1992:34). This opportunity also allows them to acquire valuable child care skills which can be highly marketable in the private sector, especially at a time when there is a shortage of private-sector child care services. Because the Air Force allows licenses to transfer with PCS moves and operates FDC programs at nearly all of its installations, the occupation as an FDC provider is highly portable (Jowers, 1992). This characteristic can be invaluable for providers who relocate on a regular basis with their military spouses. Of course, although many providers may enter the FDC program out of economic necessity, some providers may simply enjoy working with children (Nelson, 1990) or seek to provide a community service. Still others may provide child care as a way to offset the effects of their own empty-nest syndrome (Nelson, 1990).

Retention. Although there are numerous motivators for spouses to become a provider in the FDC program, there are equally as many, if not more, motivators for spouses to exit the FDC program. The desire to achieve greater family contentment can be strong enough for a provider to abandon the program. The providers' children are most often part of the

motivation for entering the program, yet issues surrounding their children are also motivators for leaving the program. Interviews with private-sector FDC providers revealed that the providers' children sometimes expressed jealousy towards the other children in their care and that the providers themselves felt guilty because tending to other children meant they had less time to tend to their own (Nelson, 1990:202). Further, some providers indicated they were more worn out and less patient with their own children by the end of the day (Nelson, 1990:202). These factors offset the perceived benefits associated with earning an income while providing playmates for, and remaining home with, their own children.

In addition to issues surrounding the children, providers may leave the program in an effort to improve their living environment. In an FDC environment, the home of the provider must not only accommodate the family, it must accommodate the child care business as well. Child care equipment and supplies take up space in the providers' homes, and the lack of space can be bothersome in housing with small floor plans; but perhaps a more significant inconvenience is the lack of privacy in an FDC home. For the safety, health, and well-being of the children, the Air Force conducts background checks on every member of the FDC household who is over 12 years of age (AFI 34-701, 1994:11.6.3). Likewise, FDC administrators make frequent unannounced inspections of the FDC homes (AFI 34-701, 1994:11.7) and can dictate any changes which must be made to meet Air Force standards. The privacy of the FDC home is further invaded as the customers--parents--evaluate and compare the FDC home to their own standards. There

simply is “no refuge from visibility” (Nelson, 1990:202) for FDC providers and their families.

Family contentment is only one aspect of the motivations for leaving the FDC program. The FDC business itself is a challenging operation, especially because many providers run the entire business by themselves. Among other roles, FDC providers are often expected to be entertainers, chefs, educators, disciplinarians, and transporters.

In the Air Force, the FDC profession requires 24 hours of annual training which must be undertaken prior to renewing the FDC license (AFI 34-701, 1994:11,26,2). For the FDC provider, who often has limited or no backup support, these training requirements are often fulfilled in the evenings and on weekends (Zellman and others, 1992). Because they work by themselves and are often the primary caregivers for children in the program, FDC providers tend to work long hours to span the work day of the parents in addition to the commuting time required for the parents to drop off and pick up their children (Zellman and others, 1992). Working solo also results in difficulties in arranging time off for the provider. As most services are offered during the day (medical, dental, automotive), and most child care takes place during the day as well, providers may find it impossible to arrange time off with parents who rely heavily on child care arrangements during that time (Zellman and others, 1992).

Other disincentives associated with the FDC profession include meticulous recordkeeping, the cost of liability insurance (Functional Management Inspection, 1988), and regulatory details associated with the operation of a private business (taxes, social security). Despite the important role the FDC program plays in supporting the needs of the Air Force, parents, and children, FDC providers receive relatively low compensation for the rigors of their occupation. The child care fee for FDC services is negotiated between the parent and the provider and, as a result, fees have the potential for being higher than those of a CDC; yet the overall compensation is lower than a CDC provider because FDC providers typically do not get paid for vacation time or training time, nor do they have the opportunity to take breaks and lunches away from their jobs. Rand research suggested the “lack of adequate compensation” limited the “number and quality” of caregivers in the FDC program (Zellman and others, 1992:35). The DoD allows installation commanders or Defense Agency Directors to authorize subsidies to FDC providers to offset the expense of providing quality family day care (DoD 6060.2, 1993:para 4); however, this authority is rarely exercised. The Rand research team noted the lack of subsidies for FDC providers may be because, “while CDC caregivers have achieved a modicum of professionalization, so that increased wages were seen as both legitimate and an important way of providing program quality, such thinking had not extended to FDC” (Zellman and others, 1992:34). “Parents want to believe the provider is motivated by enjoyment and a womanly ‘duty to care’” (Nelson, 1990:204) and, as a consequence, FDC providers tend to be viewed more as baby-sitters than as professionals. The lack of perceived

professionalism in the FDC environment is yet another disincentive to the program (Nelson, 1990:206).

The perceived professionalization of the FDC program is evidenced through the actions of program administrators, parents, and spouses of the providers. The manner in which administrators conduct themselves in the oversight of the program can influence a provider's decision to enter or remain in the program and affect the overall quality of FDC care (Functional Management Inspection, 1988:6). As a professional, a provider would expect to be considered competent and addressed with respect and dignity. Unfortunately, the requirement for unannounced, random inspections on FDC homes (AFI 34-701, 1994) implies that some of the homes may be violating Air Force FDC standards. The violation of standards, in turn, reflects on the providers' competence for providing quality child care. As a result, the requirement for unannounced, random inspections indirectly implies incompetence on behalf of the providers and challenges their level of professionalism. If the relationship between the administrator and the provider becomes adversarial as a result of this implication, the negative relationship can motivate the provider to leave the program.

As with administrators, the manner in which parents conduct themselves in the parent-provider relationship can influence a provider's decision to enter or remain in the program. The Air Force recognizes the value of FDC in providing flexible care for unusual schedules. Interestingly, FDC providers in the private sector indicated their flexibility

caused problems and created disincentives for remaining in the program (Nelson, 1990:204). As already pointed out, parents want to believe the provider is offering services for enjoyment and to fulfill their “duty to care” (Nelson, 1990:204) and this thought often results in expectations that the provider will perform above and beyond the limits of the contract. In the private-sector, providers spoke of requests to transport children to and from school when the parents’ workday began earlier than, and ended later than, that of the school day. Such a task was made difficult and inconvenient when the provider had to “pack up” the other children in his or her care and take them along. Likewise, some parents made late child care payments or left their children under the care of the provider for periods of time which extended beyond the parents’ duty day and the provider’s business hours (Nelson, 1990:206). Such inconsideration may have been the result of the parents dismissing the provider’s professionalism and relying instead on the provider’s duty to care. Spouses too, may dismiss the professionalism of the provider’s occupation. In most cases, FDC providers enter the program to supplement their spouses’ income and could not survive on income generated solely from the program. Consequently, the FDC occupation “is restricted to those [providers] who have a supplemental source of income--and one that comes with benefits” (Nelson, 1990:204). The supplemental aspect of the provider’s income automatically subordinates the provider’s income to that of the spouse--and therefore indirectly subordinates the provider’s occupation to that of the spouse. As a consequence, the spouses may view the providers’ occupation as less professional than their own and may expect the providers’ occupation to be flexible to the needs of the household.

From another perspective, it is not uncommon for spouses to rely on each other for support when physical and mental stressors challenge them. As a result of this reliance, it is unlikely a provider will enter or remain in the program if a provider's spouse does not condone the FDC business. The lack of support and appreciation on behalf of the program administrators, parents, and spouses can directly influence a provider's decision to enter or remain in the FDC program. Providers want "their rules respected, ... their service valued, and their skills acknowledged" (Nelson, 1990:208). It is a matter of reinforcing self-worth and personal accomplishment, a characteristic which is yet another motivator for entering or leaving the FDC program.

When providers begin to experience symptoms of burnout from the emotional and physical exhaustion of providing child care in an FDC environment, reinforcement of self-worth and personal accomplishments can effectively sustain their motivation. Without this reinforcement, providers may begin to consider other occupations which can offer them personal growth while meeting the needs of their families (Nelson, 1990:213). The rigors of child care can sap the energy of providers and make the smallest tasks seem like a chore. Without reinforcement or support networks, providers will either leave the program or withdraw to the point where the program's quality of care is jeopardized (Nelson, 1990:201).

### Wright-Patterson AFB FDC Program

The FDC program at Wright-Patterson AFB has experienced high turnover of FDC providers. Since January 1996, 27 providers have entered the program and 27 providers have left the program--a 100 percent turnover rate (Swensen, 1996). Many of the providers leave as a result of an impending relocation but a few leave for reasons outlined earlier in this chapter. Even though the FDC staff has reached the new 3 percent target of FDC providers, they are striving to reach the former 5 percent target while simultaneously retaining the quality of their program. In this vein, part of their efforts involve understanding the providers' motivations. In addition to the staff being available to the providers during business hours at the FDC office, the providers are given opportunity to express their concerns at all group support meetings, training sessions, and home visits (inspections). In addition, providers are encouraged to get together to share ideas and express their concerns without the oversight of the FDC staff. Last, all providers who leave the program are given the opportunity to complete an exit survey (Appendix A) which is used by the FDC staff to understand the providers' motivations and improve the program. This thesis seeks to support their efforts further by formally investigating the motivations which influenced the current population of FDC providers at Wright-Patterson AFB.

### III. Methodology

#### Design

To meet the objectives of this thesis, information with respect to the attitudes and opinions of the FDC providers at Wright-Patterson was collected using survey instruments. Given the time constraints of the research and the dispersion of the individual providers, gathering information through observation was not feasible. The surveys used in this thesis were inspired by the research instrument used by Margaret K. Nelson, the results of which were published in her book, "Negotiated Child Care: The Experience of Family Day Care Providers." However, the constructs of the two instruments used in this thesis were designed and developed by the researcher based on information gathered in a review of the literature.

#### Recruitment Instrument

Development. To investigate the motivators which influenced the current providers at Wright-Patterson AFB to enter the FDC program, a recruitment survey was developed which sought to measure pre-established entrance motivators. These motivators were extracted from published research as well as from inputs obtained by several Wright-

Patterson FDC providers, the Wright-Patterson FDC Coordinator, and personal observation. Table 2 lists the entrance motivators measured with the recruitment survey.

TABLE 2  
MOTIVATORS FOR ENTERING THE FDC PROGRAM

1. Need to earn an income to cover life-essential expenses (Swensen, 1996 and Nelson, 1990))
2. Desire extra spending money (Swensen, 1996)
3. Can not find child care for own children (Nelson, 1990)
4. Wish to stay home with own children (Swensen, 1996 and Nelson, 1990)
5. Do not have skills for outside employment (Nelson, 1990)
6. Not interested in outside employment (observation)
7. Wish to find playmates for children at home (Nelson, 1990)
8. Personal or ideological commitment to staying home (Nelson, 1990)
9. Wish to be "my own boss" (Zellman and others, 1992)
10. Want to obtain child care skills for future opportunities (observation)
11. Desire a portable occupation (Jowers, 1992)
12. Enjoyment from working with children (Nelson, 1990)
13. Empty nest syndrome - desire to care for children again (Nelson, 1990)
14. Community service (Nelson, 1990)
15. Friends can not find child care (Swensen, 1990)
16. Boredom (observation)

The degree to which the motivators on the recruitment instrument influenced providers was measured using a series of three questions for each motivator. The constructs underlying the recruitment survey are located in Appendix E. The items were revised from Nelson or written by the researcher. Items were then revised for completeness, understandability, and meaning by specialists in family day care and in questionnaire constructions. The providers answered the questions by circling responses directly on the

survey using a Likert Scale of five degrees (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree). Using a SAS computer program, the reliabilities of the constructs within the recruitment survey were tested by applying the Cronbach Alpha index for internal consistency to the data. Since the sample size was far too small to allow factor analysis (for subscale identification), 3-5 item subscales were assumed to be approximately unidimensional. In other words, the items were assumed to have had much more in common with the other items within the same subscale than with the items intended to measure other constructs. As such, the Cronbach Alpha reliability analysis proceeded subscale by subscale (i.e., construct by construct). The results of the Cronbach Alpha analysis for the recruitment survey are provided in Table 3. The analysis identified eleven items (questions) which, when removed from the recruitment survey, yielded a higher degree of reliability. Table 3 (below) presents the reliability of the sixteen constructs, with the number of items in each. The resulting questionnaire was used to answer the questions posed in this thesis.

**TABLE 3**  
**RELIABILITY OF RECRUITMENT INSTRUMENT CONSTRUCTS**

Construct	# of Items	Reliability
Need to earn an income to cover life-essential expenses (INC)	2	.685569
Desire extra spending money (SPBUCKS)	2	.861993
Can not find child care for own children (NOCARE)	3	.738875
Wish to stay home with own children (KIDHOME)	3	.883178
Do not have skills for outside employment (NOJOB)	3	.741504
Not interested in outside employment (HMWRK)	2	.849916
Wish to find playmates for children at home (PLMT)	3	.870907
Personal or ideological commitment to staying home (STAYHOM)	2	.892364
Wish to be "my own boss" (OWNBOS)	3	.673304
Want to obtain child care skills for future opportunities (KIDSKIL)	2	.791809
Desire a portable occupation (MVEJOB)	3	.860064
Enjoyment from working with children (FUNKID)	2	.919411
Empty nest syndrome - desire to care for children again (NEST)	2	.806801
Community service (COMSRV)	2	.357500
Friends can not find child care (FRND)	2	.836907
Boredom (BORE)	2	.788232

Limitations. The recruitment instrument was limited by the motivators listed in Table 2.

Although the list in Table 2 was compiled using published research and professional observations, it may not be all-inclusive and it is possible there are existing motivators which have not been captured in this research. Further, the small group of providers used in this study leads to unstable reliability estimates and precludes factor-analysis verification of items. Last, this study does not apply to providers outside of the Wright-Patterson AFB FDC program, although further testing may show it to be usable by other Air Force bases and at other service installations.

Sampling Procedure. The target sample size for application of the recruitment survey was the entire population of forty-two FDC providers who were licensed by the Wright-Patterson AFB family day care program at the time the survey was conducted. In anticipation of several providers declining to participate in the survey, I contacted as many providers as possible to maximize the utility of the study.

Data Collection. Due to Privacy Act provisions, the providers' addresses were not public knowledge and, as a result, each provider was contacted by telephone. The following statement introduced the researcher and provided the reason for the call:

I am researching the motivators which influence Wright-Patterson AFB family day care providers to enter the program. Currently, there are only forty-two providers in the program and because the population is so small, I need the inputs of as many providers as possible to validate the results of my research.

In addition to the statement above, an explanation was provided regarding the background and purpose of the research prior to requesting the provider's support. Each survey was delivered with a strong emphasis that all responses were confidential and uncoded. None of the surveys were marked with identifiers which served to distinguish providers from one another. Each provider was then given an opportunity to ask questions prior to receiving the survey. From a list of forty-two current FDC providers, thirty-seven providers were successfully contacted by telephone and all thirty-seven providers agreed to participate in the recruitment survey. Upon their acceptance, I asked each provider for an address and hand-delivered each survey within two hours after each provider was

contacted. Many of the providers expressed concern with the confidentiality of the surveys. Self-addressed stamped envelopes enabled providers to mail the surveys back anonymously. Of thirty-seven recruitment surveys which were hand-delivered, twenty-nine responses were received (78 percent response rate). The remaining eight surveys had not been received by the time the analysis took place.

After the recruitment instruments were received, the responses were coded and transferred to a computer spreadsheet (Appendix H) and programmed into a SAS computer program. The responses were coded by assigning a value of 1 to responses of "strongly agree," a value of 2 to responses of "agree," a value of 3 to responses of "neither agree nor disagree," a value of 4 to responses of "disagree," and a value of 5 to responses of "strongly disagree."

Data Analysis. In answering the first three questions posed in this thesis, averages of the responses were used in each set of questions (i.e., subscale) which related to each motivator. For example, questions 9 and 37 were items which sought to measure if the providers were in the program as a means to cover life-essential expenses (earn an income). If the provider answered "strongly agree" and "agree" respectively, then the averaged response reflected a value of 1.5. This averaged response was an indication that the respondent tended to agree that the motivator influenced his or her behavior. Using the mean responses of each provider, a percentage of the sample influenced by each motivator was derived. To determine if demographic factors influenced the providers,

three motivators which could be linked to the environment surrounding Wright-Patterson AFB were combined. The three motivators were: the need to earn an income (perhaps as a result of the relatively high cost of living in the area); the unavailability and unaffordability of child care for their own children; and the lack of skills required for obtaining outside employment (perhaps the job market is technology-based). The responses for each item measuring the three motivators were then averaged to obtain a mean response. Using the mean response of each provider, the percentage of the sample influenced by demographic factors was derived.

To determine if a significant difference in motivation existed between providers who entered the program as a means of covering life-essential expenses and providers who entered the program as a means of acquiring extra spending money, the survey responses of both groups of providers were compared using t-tests with a significance level of .05. Among the respondents to the recruitment survey, eleven providers indicated they were not providers for either of the two reasons and five providers indicated they were providers for both reasons. These providers were omitted from the analysis in an effort to distinguish between only those providers who were influenced by only one of the motivators. The screening of providers resulted in six providers who were in the program to earn an income (to cover expenses) and six providers who were in the program to acquire spending money. The resulting t-tests of the comparisons are presented in Appendix I and graphical representations of the individual group responses are provided in Appendix J. Between the sets of paired graphs in Appendix J, group (A) refers to

providers who entered the program as a means of covering life-essential expenses and group (B) refers to providers who entered the program as a means of acquiring extra spending money.

### Retention Instrument

Development. To investigate the motivators which influenced the current providers at Wright-Patterson AFB to leave the FDC program, a retention questionnaire was developed which sought to measure pre-established exit motivator classifications. The motivators within the classifications were extracted from published research as well as from inputs obtained by several Wright-Patterson FDC providers, the Wright-Patterson FDC Coordinator, and personal observation. Table 4 lists the exit motivator classifications measured with the retention questionnaire.

TABLE 4  
MOTIVATOR CLASSIFICATIONS FOR LEAVING THE FDC PROGRAM

1.	Difficulties with children (Nelson, 1990)
2.	Less time and space for personal needs (Nelson, 1990 and observation)
3.	No privacy (Nelson, 1990 and observation)
4.	Difficulties with parents (Swensen, 1996 and Nelson, 1990)
5.	Difficulties in arranging time off (Zellman and others, 1992 and observation)
6.	Income no longer wanted or needed (observation)
7.	Too much time spent with the job and related issues (Zellman and others, 1992)
8.	Negative relationship with administrators (Functional Management Inspection, 1988)
9.	Air Force oversight (Functional Management Inspection, 1988)
10.	Lack of personal satisfaction (Nelson, 1990)
11.	Lack of support and rewards (Zellman and others, 1992)

The degree to which the motivator classifications influenced providers was measured using a series of three to five questions for each classification. The constructs underlying the retention questionnaire are located in Appendix F. The providers answered the questions by circling responses directly on the survey using a Likert Scale of five degrees (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree).

Limitations. The retention instrument was limited by the individual motivators listed in the latter part of Appendix B. Although the list in Appendix B was compiled using published research and professional observations, it may not be all-inclusive and it is possible there are existing motivators which have not been captured in this research. Further, the small group of providers used in this study leads to unstable reliability estimates and precludes factor-analysis verification of items. Last, this study does not apply to providers outside of the Wright-Patterson AFB FDC program, although further testing may show it to be usable by other Air Force bases and at other service installations.

Sampling Procedure. The retention questionnaire was applied to five former providers who most recently left the FDC program (but not due to an impending relocation). The discriminator that the providers must not have left the program because of an impending relocation was inserted because it was already understood that providers would leave the program when they relocate. By surveying only those providers who have not relocated, the questionnaire sought to measure motivators other than those related to relocations.

Data Collection. As with the application of the recruitment survey, the providers' addresses were not public knowledge due to Privacy Act provisions. Each provider was contacted by telephone and the following statement introduced the researcher and provided the reason for the call:

I am researching the motivators which influence Wright-Patterson AFB family day care providers to leave the program. Currently, there are only five providers who have recently left the program and because the population is so small, I need the inputs of as many providers as possible to validate the results of my research.

In addition to the statement above, an explanation was provided regarding the background and purpose of the research prior to requesting the provider's support. Each survey was delivered with a strong emphasis that all responses were confidential and uncoded. None of the surveys were marked with identifiers which served to distinguish providers from one another. Each provider was then given an opportunity to ask questions prior to receiving the survey. From a list of five former FDC providers, three providers were successfully contacted by telephone and all three providers agreed to participate in the retention questionnaire. Upon their acceptance, I asked each provider for an address and hand-delivered each survey within two hours after each provider was contacted. Self-addressed stamped envelopes enabled providers to mail the surveys back anonymously. Three retention surveys were completed and returned.

Analysis. Using a SAS computer program, the reliabilities of the constructs within the retention questionnaire were tested by applying the Cronbach Alpha index for internal

consistency to the data. As with the recruitment survey, the items in the retention questionnaire were assumed to have had more in common with other items within the same subscale than with items intended to measure other constructs. The analysis identified ten items (questions) which could be removed from the questionnaire to provide a higher degree of reliability. Table 5 (below) presents the reliability of the eleven constructs after the ten items were removed.

TABLE 5  
RELIABILITY OF RETENTION INSTRUMENT CONSTRUCTS

Construct	# of Items	Reliability
Difficulties with children (CHILD)	3	.837209
Less time and space for personal needs (NEED)	2	1.0
No privacy (PRIV)	2	.666667
Difficulties with parents (PARNT)	2	.857143
Difficulties in arranging time off (BREAK)	2	.857143
Income no longer wanted or needed (RICH)	2	.923077
Too much time spent with the job and related issues (TIME)	3	.986301
Negative relationship with administrators (STAFF)	2	0.0
Air Force oversight (RULES)	3	.923077
Lack of personal satisfaction (PERSNL)	4	.865497
Lack of support and rewards (REWARD)	3	.979592

## Results

### Introduction

For the most part, the results of this investigation did not significantly deviate from the FDC staff's experiences and understanding of which motivators influenced current Wright-Patterson AFB providers to enter the program. However, the FDC staff had speculated that demographic factors may be the reason behind the success of some installations reaching the 5 percent target while other installations struggle to reach that goal. The results indicated that demographic factors, on the whole, were not a source of motivation for the FDC providers at Wright-Patterson AFB. It must be emphasized that this is a pilot study. The results reported in this chapter are exploratory and preliminary in nature and all reported results are guided by the use of averages and t-tests. The results of the recruitment survey are presented below, followed by an analysis of the retention questionnaire.

### Recruitment Survey

- 1. Do the individuals in the current population of FDC providers at Wright-Patterson AFB share a common motivator which influenced them to enter the program?*

The results of this analysis indicated that the providers at Wright-Patterson AFB did share a common motivator which influenced them to enter the program. Of the twenty-nine

surveys received, 100 percent of the respondents agreed they were providers because they wanted to stay home with their own children. This motivator was followed closely by a second motivator, their personal or ideological commitment to staying home, which influenced 93 percent of the respondents. A correlation corrected for unreliability was calculated between these two motivators. The resulting correlation ( $r = .97244$ ) and suggests the two constructs were measuring the same thing. A third motivator, enjoyment from working with children, influenced 90 percent of the providers (the remaining 10 percent neither agreed nor disagreed that the motivator influenced them).

*2. Did demographic factors unique to the environment surrounding Wright-Patterson AFB influence the current population of FDC providers to enter the program?*

The results obtained from averaging the responses to three motivators which were linked to demographic factors indicated that, in general, providers were not influenced by demographic factors. However, 41 percent of the respondents were influenced by the need to earn an income to cover expenses. In contrast, none of the providers reported being influenced by the availability of other jobs and only 3 percent of the providers were reportedly influenced by the expense and unavailability of child care for their own children.

*3. With regard to the motivators which influenced providers to enter the Wright-Patterson AFB FDC program, is there a significant difference in motivation between providers who enter the program as a means of covering life-essential expenses and providers who enter the program as a means of acquiring extra spending money?*

The results of this analysis indicated that the two groups of providers were influenced differently with respect to four of the motivators. Although the two groups conveyed

similar responses for the first three motivators, the degree to which each group evaluated the following the motivators did differ statistically. With regard to the first motivator, the expense and unavailability of childcare for their own children, the providers who were in the program as a means of covering life-essential expenses (henceforth referred to as "income providers") disagreed that this motivator influenced them whereas the providers who were in the program as a means of acquiring extra spending money (henceforth referred to as "spend providers") strongly disagreed that this motivator influenced them. The second motivator, the desire to find playmates for their own children, influenced both groups of providers. However, the income providers tended to strongly agree whereas the spend providers merely agreed that this motivator influenced them. The third motivator, avoiding boredom, did not influence either of the two groups of providers. However, the income providers tended to be neutral in their evaluations of this motivator in that they neither agreed nor disagreed that it influenced them. Comparatively, the spend providers tended to strongly disagree that the motivator influenced them.

Unlike the responses to the first three motivators, the two groups of providers were significantly different in their responses to questions measuring the fourth motivator, the desire for a portable occupation. With respect to this motivator, the income providers agreed (but not strongly) that this motivator influenced them whereas the spend providers disagreed (but not strongly) that this motivator influenced them. The difference in impact this motivator has on each group of providers may be linked to the need to earn an income. For instance, the income providers need to earn an income to cover life-essential

expenses. In light of this fundamental need, the providers may be seeking an occupation which can be transferred to their new location, thereby reducing the chances of unemployment and eliminating the job-hunting process. In contrast, the spend providers use their income as a source of discretionary spending money. Because there may be no fundamental need for the income, the providers may not be concerned about the portability of the occupation.

In addition to the differences between the two groups of providers, this analysis identified one motivator in which the responses between the two groups were mirror images. The motivator, that they were not qualified for other jobs in the area, did not influence either group. In fact, both groups strongly disagreed that this motivator influenced them. The responses to this motivator are particularly interesting with respect to Wright-Patterson AFB FDC providers because the FDC staff tells the incoming providers, "If you feel that this is the only job you can do, then you need to look elsewhere" (Dragich, 1996). This statement, when combined with providers' responses to the motivator, suggests the FDC staff has artificially created a mindset in the respondents prior to the survey or they are effectively screening their providers. If this effect is real and not just an artifact, the FDC staff may be able to screen the motivations of incoming providers to effect the quality of child care in their program.

### Retention Questionnaire

The responses to the retention questionnaire were used in analyzing the internal consistency of the instrument; however, the reliability of the instrument needs to be validated with a future study of a larger sample size. The instrument itself may need to be revamped and strengthened because, as it stands, the constructs are attempting to measure classifications of motivators rather than the individual motivators. The motivators were grouped into classifications because it was considered unlikely former FDC providers would want to participate in a lengthy questionnaire which affects a program they are no longer attached to. However, by grouping the motivators into classifications, the reliability of the instrument and internal consistencies of the constructs may be weak as a result of poor classification efforts.

## Conclusion

### Overview

There is little doubt that the Family Day Care program is a vital part of the Air Force and DoD child care services. With respect to supporting readiness, improving morale, and attracting quality personnel, the FDC program offers versatility, convenience, and affordability to parents. In addition, the FDC program is a relatively inexpensive alternative for the Air Force and DoD in supporting their child care objectives. The primary ingredient in a successful FDC program is the quality of FDC providers and, just as the DoD seeks to recruit quality personnel in support of its mission, the Wright-Patterson AFB FDC staff seeks to recruit quality FDC providers in support of their child care program. The FDC staff at Wright-Patterson AFB has striven to understand their providers in an effort to improve their program. This thesis has sought to support their efforts in this vein by investigating which motivators did and did not influence the recent population of FDC providers at Wright-Patterson AFB.

### Conclusions

The results of this thesis suggest demographic factors, as a whole, did not influence the providers. However, one factor (motivator) which may be demographic in nature is the

need to earn an income to cover life-essential expenses. With respect to this factor, forty-one percent of the providers at Wright-Patterson AFB indicated they were influenced by this motivator.

When comparing two groups of providers, those who entered the program as a means of covering life-essential expenses and those who entered the program as a means of earning extra spending money, significant differences were detected in their responses to four of the sixteen motivators. These four motivators were: avoiding the expense and unavailability of child care for their own children; finding playmates for their own children, avoiding boredom, and having a portable occupation. In contrast to responding differently to these four motivators, one motivator received near identical responses from both groups of providers. The motivator, that they were not qualified for other jobs in the area, received strong disagreement and may be a reflection of the FDC staff's efforts to screen out such potential providers.

The recruitment survey, as modified by removing questions in Table 2, could be useful in future studies. However, the retention questionnaire needs further testing before it can be effectively used either as an exit survey or in future studies.

### Future Research

Understanding the motivations of Air Force Family Day Care providers may enable FDC staff to improve the program's quality through the recruitment and retention of quality providers. This thesis has investigated the recruitment of Wright-Patterson AFB providers but the retention of Wright-Patterson providers has not been thoroughly investigated. A longitudinal study with respect to retention should be considered for future research. In addition, because the turnover of FDC providers is high not only at Wright-Patterson AFB, but throughout the Air Force as well, future research in the FDC program should focus on the recruitment and retention of quality FDC providers both at individual installations and Air Force-wide. It is understood that providers will leave the program when they relocate to new assignments, but some providers leave long before they relocate and many providers choose not to reenter the program once they have resettled. The Air Force may be able to affect the turnover of its providers if it understands what motivates providers to leave the program.

## Appendix A: Current Family Day Care Exit Survey

# FAMILY DAY CARE EXIT SURVEY



Name \_\_\_\_\_

Date of termination \_\_\_\_\_

*Note: This exit survey will provide valuable information on the program and will be used for improving the program. Your honesty and candor are appreciated.*

1. Why did you discontinue your service as a FDC provider? \_\_\_\_\_

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2. How long were you a FDC provider? \_\_\_\_\_

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3. For employment outside the home, will you remain in child care or a related field? \_\_\_\_\_

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4. Any comments, whether complaints or compliments to help improve the Family Day Care program. \_\_\_\_\_

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Thank you for taking time to fill this out. We appreciate all the work and effort you have made to make our program a success. Best wishes to you from the FDC staff.

## Appendix B: Motivators for Entering and Leaving the FDC program

## Motivators for Entering and Leaving the FDC Program

### *Motivators for Entering the FDC Program:*

- Need to earn an income (INC)
- Desire spending money (SPBUCKS)
- Can not find child care for own children (NOCARE)
- Wish to stay home with own children (KIDHOME)
- Do not have skills for outside employment (NOJOB)
- Not interested in outside employment (HMWRK)
- Wish to find playmates for children at home (PLMT)
- Personal or ideological commitment to staying home (STAYHOM)
- Wish to be "my own boss" (OWNBOS)
- Want to obtain child care skills for future opportunities (KIDSKIL)
- Desire a portable occupation (MVEJOB)
- Enjoyment from working with children (FUNKID)
- Empty nest syndrome - desire to care for children again (NEST)
- Community service (COMSRV)
- Friends can not find child care (FRND)
- Boredom (BORE)

### *Motivators for Leaving the FDC Program:*

- Difficulties with children: (CHILD)
  - Own children are jealous of children in care
  - Do not have as much time to spend with own children
  - Becoming too attached to children in care
- Less time and space for personal needs: (NEED)
  - Less time to tend to pressing tasks (house cleaning, laundry)
  - Need to tend to other responsibilities (tending to an elderly parent)
  - Desire to get out of the house
  - Child care supplies and equipment take up valuable space
- No privacy: (PRIV)
  - Lack of privacy with regard to random inspections
  - Lack of privacy with regard to parent scrutiny
  - Background checks on family members invade privacy
- Difficulties with parents: (PARNT)
  - Parents do not respect the child care contract

- Parents making late payments or failing to pay
- Parents leaving children in care for longer periods of time than required
- Difficulties in arranging time off: (BREAK)
  - Difficulty in arranging time off for appointments
  - Difficulty in arranging time off for vacations
  - No backup support to allow breaks or lunches away from the children
- Income no longer wanted or needed: (RICH)
  - No longer need to earn an income
  - No longer want spending money
- Too much time spent with the job and related issues: (TIME)
  - Long work days
  - Fatigue at the end of the day
  - Less patience by the end of the day
  - Having to acquire training after business hours or on the weekends
- Negative relationship with administrators: (STAFF)
  - Adversarial relationship between provider and FDC administrators
  - On the verge of having license revoked - choose to resign instead
- Air Force oversight: (RULES)
  - Too much paperwork
  - Air Force requirements too stringent
  - Lack of control over home environment - Air Force dictates standards
  - Cost of liability insurance
- Lack of personal satisfaction: (PERSNL)
  - Lack of personal growth - no promotional opportunities
  - Desire interaction with other adults
  - Being viewed as just a baby-sitter and not a professional
  - Burnout and withdrawal
- Lack of support and rewards: (REWARD)
  - No recognition for efforts - no appreciation - from parents, FDC administrators, and/or spouse
  - Low compensation relative to demands of the occupation
  - Lack of benefits such as paid vacation time

## Appendix C: Recruitment Survey

From: Lieutenant Kimberly A. Rowe  
AFIT/LAC-96S  
Wright-Patterson AFB, Ohio 45433

Subj: Family Day Care (FDC) Provider Motivation Research

To: Wright-Patterson AFB Family Day Care Provider

1. As part of a master's thesis, I am researching the degree to which various motivators influenced current Wright-Patterson AFB FDC providers to enter the FDC program. I need your assistance with this research as you are one of only forty-four providers at this installation. The validity of this research depends heavily on obtaining inputs from as many providers as possible.
2. The Air Force FDC program plays a crucial role in supporting the Air Force's child care objectives. To date, the percentage of children cared for in Air Force FDC homes nearly equals the percentage of children cared for in Air Force child development centers. The Air Force is doing a lot to ensure that child care in its FDC program is safe and affordable for children and parents through background checks, inspections, toy-lending services, and free licensing. However, the quality of FDC providers is important to the Air Force, as well.
3. This study is significant because it will enable Wright-Patterson AFB to improve its efforts. This study will yield information which can be used by the local FDC program to improve the program for the *providers*. With an understanding of the motivators which influenced current providers to enter the program, local FDC administrators may be able to tailor their program to meet the expectations of the providers.
4. If you can spare a few minutes to support my research, your responses to the attached survey would be greatly appreciated. THE IDENTITY OF PROVIDERS IS KEPT COMPLETELY CONFIDENTIAL AND SURVEYS WILL *NOT* BE MARKED OR CODED TO DISTINGUISH ONE PROVIDER FROM ANOTHER. The cumulative results of the survey will be published in my thesis, but the surveys themselves will be shredded to further protect the identity of the providers.
5. This survey is designed to measure the *degree* to which various motivators influenced you to become an FDC provider. Some of the questions may appear to be similar; please do not be distracted by that feature of the survey. Please give only one response for each question.
6. If you agree to participate in this research, I will leave this survey with you to be completed at your leisure. I will personally pick up the survey on \_\_\_\_\_ at \_\_\_\_\_.

Kimberly A. Rowe, Lt, USAF  
Graduate Student, Air Force Institute of Technology

Attachment:  
Recruitment Survey

## **Recruitment Survey**

1. If my spouse's income covered our expenses, I would not be a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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2. If my friends could find child care, I would not be a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

3. If my child (children) did not need playmates, I would not be a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

4. If I could find child care services for my own children, I would not be a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

5. If I could be my own boss in another occupation, I would not be a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

6. I hope to get a job in the future as a child care provider based on the skills I'll acquire as a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

7. I am a FDC provider because I want my child (children) to have friends.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

8. I did not become a FDC provider because I want spending money.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

9. I did not become a FDC provider because I need the money.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

10. I am a FDC provider because I want to stay home with my own child (children).

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

11. If I could afford child care services for my own children, I would not be a FDC provider.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

12. I am a FDC provider because I wanted to keep myself busy.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

13. I am a FDC provider because there is a shortage of child care in the area.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

14. I am a FDC provider because I want a job which will move with me when we relocate.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

15. I am a FDC provider because the job market here does not appeal to me.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

16. I am a FDC provider because my house is empty now that my own children have grown.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

17. I am a FDC provider because my friends want me to care for their children.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

18. I am a FDC provider because I want to work with children.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

19. I am a FDC provider because quality child care is hard to find these days.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

20. I am a FDC provider because I want to work at home.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

21. I am a FDC provider because I want to help the Air Force.

Neither				
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

22. I am a FDC provider because I like to nurture children and my own child (children) has (have) grown.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

23. I am a FDC provider because I enjoy working with children.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

24. I am a FDC provider because I want to have control over my job.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

25. I am a FDC provider because I want to earn extra money to buy extras for our family.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

26. I am a FDC provider because I want to care for my own child (children).

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

27. I am a FDC provider because I want to build child care skills for future job opportunities.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

28. I am a FDC provider because I want to watch my friends' children.

		Neither			
		Agree nor Disagree	C	Disagree	Strongly Disagree
Strongly Agree	Agree			D	E
A	B				

29. I am a FDC provider because I do not have the skills required for other available jobs in the area.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

30. I am a FDC provider because I want to be my own boss.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

31. I am a FDC provider because I want spending money of my own.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

32. I am a FDC provider because I want my child (children) to have playmates.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

33. I am a FDC provider because I want an occupation which is transferable to our next location.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

34. I am a FDC provider because I want to be there for my own child (children).

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

35. I am a FDC provider because I could not find another job which appealed to me.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

36. I am a FDC provider because I want to stay at home.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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37. I am a FDC provider because I need to supplement my spouse's income to cover expenses.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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38. I am a FDC provider because I miss having children in the house.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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39. I am a FDC provider because I like to interact with children.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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40. I am a FDC provider because I do not qualify for other available jobs in the area.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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41. I am a FDC provider because I would be bored otherwise.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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42. I am a FDC provider because I cannot locate child care services for my own children.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
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43. I am a FDC provider because I cannot afford other child care services for my own children.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

44. I am a FDC provider because I do not want to leave the house.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

45. I am a FDC provider because I can take my skills with me to our next assignment.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

46. I am a FDC provider because I am not interested in the available jobs in the area.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

47. I am a FDC provider because I had nothing better to do.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

48. I am not a FDC provider because I want to build child care skills for future job opportunities.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

49. I am a FDC provider because I do not have the training required for other available jobs in the area.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

Appendix D: Retention Questionnaire (Exit Survey)

From: Lieutenant Kimberly A. Rowe  
AFIT/LAC-96S  
Wright-Patterson AFB, OH 45433

Subj: Development of Family Day Care (FDC) Provider Retention Survey

To: Former Wright-Patterson AFB Family Day Care Provider

1. As part of a master's thesis, I am developing and testing the reliability of a retention survey which seeks to measure the degree to which various motivators influenced former Wright-Patterson AFB FDC providers to leave the FDC program. I need your assistance with this research, as you are one of only five providers who have recently left the FDC program. The validity of this study depends heavily on obtaining inputs from as many providers as possible.
2. The Air Force FDC program plays a crucial role in supporting the Air Force's child care objectives. To date, the percentage of children cared for in Air Force FDC homes nearly equals the percentage of children cared for in Air Force child development centers. The Air Force is doing a lot to ensure that child care in its FDC program is safe and affordable for children and parents through background checks, inspections, toy-lending services, and free licensing. However, the quality of FDC providers is important to the Air Force, as well.
3. This study is significant because it will enable Wright-Patterson AFB to take its improvement efforts one step further. The development of a reliable exit survey will yield information which can be used by the local FDC administrators to improve the program for the *providers*. With an understanding of the motivators which influenced providers to leave the program, local FDC administrators may be able to tailor their program to meet the expectations of providers. By meeting these expectations, local FDC administrators can potentially reduce the departure of quality FDC providers from the program, thereby enhancing the quality of the program.
4. If you can spare a few minutes to support my research, your responses to the attached survey would be greatly appreciated. THE IDENTITY OF PROVIDERS IS KEPT COMPLETELY CONFIDENTIAL AND SURVEYS WILL **NOT** BE MARKED OR CODED TO DISTINGUISH ONE PROVIDER FROM ANOTHER. The responses of the providers will be used only to test the reliability of the survey. The responses will **not** be published in the thesis or used in any manner other than for testing the reliability of the survey. In addition, the surveys themselves will be shredded to further protect the identity of the providers.
5. The survey is designed to measure the *degree* to which various motivators influenced you to become an FDC provider. Some of the questions may appear to be similar; please do not be distracted by that feature of the survey. Please give only one response for each question.
6. If you agree to participate in this research, I will leave this survey with you to be completed at your leisure. I will personally retrieve the survey on \_\_\_\_\_ at \_\_\_\_\_.

Kimberly A. Rowe, Lt, USAF  
Graduate Student, Air Force Institute of Technology

Attachment:  
Retention Survey

## **Retention Survey**

1. I left the FDC program because my own children were jealous of the children I care for.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

2. I left the FDC program because I did not have time to tend to pressing tasks such as grocery shopping, laundry, and housecleaning.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

3. I left the FDC program because I did not like the way the unannounced inspections impacted on the privacy of my home.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

4. I left the FDC program because parents ignored the child care contract.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

5. I left the FDC program because parents got upset when I tried to arrange time off for appointments.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

6. I left the FDC program because I no longer wanted the extra income.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

7. I left the FDC program because my work days were too long.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

8. I left the FDC program because I disliked the FDC staff.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

9. I left the FDC program because I think there is too much paperwork required.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

10. I left the FDC program because it was a job that offered little or no opportunity for growth.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

11. I left the FDC program because I wanted to get out and interact with other adults.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

12. I left the FDC program because parents did not treat me as a professional caregiver.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

13. I left the FDC program because the FDC staff did not appreciate my contribution to the FDC program.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

14. I left the FDC program because I wanted to spend more time with my own children.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

15. I left the FDC program because I did not have enough space for the child care equipment and supplies.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

16. I left the FDC program because parents asked questions which invaded my privacy.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

17. I left the FDC program because parents made late child care payments.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

18. I left the FDC program because I had no backup support for days when I wanted to take a break or lunch away from the children.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

19. I left the FDC program because there are too many rules to follow.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

20. I left the FDC program because I was less patient with my own children by the end of the day than I normally would have been.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

21. I left the FDC program because my spouse did not support my efforts.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

22. I left the FDC program because my own children did not enjoy the company of the children I cared for.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

23. I left the FDC program because I no longer wanted extra spending money.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

24. I left the FDC program because the annual training had to be taken during my time off.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

25. I left the FDC program because I would rather leave than have my license suspended.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

26. I left the FDC program because I did not want to pay for liability insurance.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

27. I left the FDC program because I was tired of staying at home all the time.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

28. I left the FDC program because it didn't offer any "perks" such as paid vacation time or retirement pensions.

Strongly Agree A	Agree B	Neither C	Agree nor Disagree D	Disagree E	Strongly Disagree E
---------------------	------------	--------------	-------------------------	---------------	------------------------

29. I left the FDC program because I became too attached to the children.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

30. I left the FDC program because other responsibilities required my attention.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

31. I left the FDC program because I felt the background checks on the members of my family were an invasion of our privacy.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

32. I left the FDC program because parents left their children in my care longer than what was necessary.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

33. I left the FDC program because parents got upset when I tried to arrange time off for vacations.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

34. I left the FDC program because I no longer needed to supplement my spouse's income.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

35. I left the FDC program because I was exhausted by the end of the day from my role as a FDC provider.

Strongly Agree A	Agree B	Neither Agree nor Disagree C	Disagree D	Strongly Disagree E
---------------------	------------	------------------------------------	---------------	------------------------

36. I left the FDC program because I did not agree with the FDC staff on various issues.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

37. I left the FDC program because I do not like being told how to run my business.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

38. I left the FDC program because I was no longer enthusiastic about being a FDC provider.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

39. I left the FDC program because I did not earn enough to make it worth while.

		Neither		
Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree
A	B	C	D	E

Appendix E: Recruitment Survey Constructs Matched with  
Motivators

## Recruitment Survey Constructs Matched with Motivators

### *Need to earn an income: (INC)*

I am a FDC provider because I need to supplement my spouse's income to cover expenses.  
If my spouse's income covered our expenses, I would not be a FDC provider.  
I did **not** become a FDC provider because I need the money.

### *Desire spending money: (SPBUCKS)*

I am a FDC provider because I want spending money of my own.  
I am a FDC provider because I want to earn extra money to buy extras for our family.  
I did **not** become a FDC provider because I want spending money.

### *Can not find child care for own children: (NOCARE)*

I am a FDC provider because I cannot locate child care services for my own children.  
I am a FDC provider because I cannot afford other child care services for my own children.  
If I could find child care services for my own children, I would not be a FDC provider.  
If I could afford child care services for my own children, I would not be a FDC provider.

### *Wish to stay home with own children: (KIDHOME)*

I am a FDC provider because I want to stay home with my own child (children).  
I am a FDC provider because I want to be there for my own child (children).  
I am a FDC provider because I want to care for my own child (children).

### *Do not have skills for outside employment: (NOJOB)*

I am a FDC provider because I do not have the skills required for other available jobs in the area.  
I am a FDC provider because I do not have the training required for other available jobs in the area.  
I am a FDC provider because I do not qualify for other available jobs in the area.

### *Not interested in outside employment: (HMWRK)*

I am a FDC provider because I am not interested in the available jobs in the area.  
I am a FDC provider because the job market here does not appeal to me.  
I am a FDC provider because I could not find another occupation which appealed to me.

### *Wish to find playmates for children at home: (PLMT)*

I am a FDC provider because I want my child (children) to have playmates.  
If my child (children) did not need playmates, I would not be a FDC provider.  
I am a FDC provider because I want my child (children) to have friends.

### *Personal or ideological commitment to staying home: (STAYHOM)*

I am a FDC provider because I want to stay at home.  
I am a FDC provider because I want to work at home.  
I am a FDC provider because I do not want to leave the house.

*Wish to be "my own boss": (OWNBOS)*

I am a FDC provider because I want to be my own boss.  
If I could be my own boss in another occupation, I would not be a FDC provider.  
I am a FDC provider because I want to have control over my job.

*Want to obtain child care skills for future opportunities: (KIDSKL)*

I am a FDC provider because I want to build child care skills for future job opportunities.  
I am *not* a FDC provider because I want to build child care skills for future job opportunities.  
I hope to get a job in the future as a child care provider based on the skills I'll acquire as a FDC provider.

*Desire a portable occupation: (MVEJOB)*

I am a FDC provider because I want an occupation which is transferable to our next location.  
I am a FDC provider because I want a job which will move with me when we relocate.  
I am a FDC provider because I can take my skills with me to our next assignment.

*Enjoyment from working with children: (FUNKID)*

I am a FDC provider because I enjoy working with children.  
I am a FDC provider because I like to interact with children.  
I am a FDC provider because I want to work with children.

*Empty nest syndrome - desire to care for children again: (NEST)*

I am a FDC provider because I like to nuture children and my own child (children) has (have) grown.  
I am a FDC provider because I miss having children in the house.  
I am a FDC provider because my house is empty now that my own children have grown.

*Community service: (COMSRV)*

I am a FDC provider because there is a shortage of child care in the area.  
I am a FDC provider because quality child care is hard to find these days.  
I am a FDC provider because I want to help the Air Force.

*Friends can not find child care: (FRND)*

I am a FDC provider because my friends want me to care for their children.  
If my friends could find child care, I would not be a FDC provider.  
I am a FDC provider because I want to watch my friends' children.

*Boredom: (BORE)*

I am a FDC provider because I want to keep myself busy.  
I am a FDC provider because I would be bored otherwise.  
I am a FDC provider because I had nothing better to do.

Appendix F: Retention Questionnaire Constructs Matched with  
Motivator Classifications

## Retention Questionnaire Constructs Matched with Motivator Classifications

### *Difficulties with children: (CHILD)*

- I left the FDC program because my own children were jealous of the children I cared for.
- I left the FDC program because I wanted to spend more time with my own children.
- I left the FDC program because my own children did not enjoy the company of the children I care for.
- I left the FDC program because I became too attached to the children.

### *Less time and space for personal needs: (NEED)*

- I left the FDC program because I did not have time to tend to pressing tasks such as grocery shopping, laundry, and housecleaning.
- I left the FDC program because other responsibilities required my attention.
- I left the FDC program because I did not have enough space for the child care equipment and supplies.

### *No privacy: (PRIV)*

- I left the FDC program because I did not like the way the unannounced inspections impacted on the privacy of my home.
- I left the FDC program because parents asked questions which invaded my privacy.
- I left the FDC program because I felt the background checks on the members of my family were an invasion of our privacy.

### *Difficulties with parents: (PARNT)*

- I left the FDC program because parents ignored the child care contract.
- I left the FDC program because parents made late child care payments.
- I left the FDC program because parents left their children in my care longer than what was necessary.

### *Difficulties in arranging time off: (BREAK)*

- I left the FDC program because parents got upset when I tried to arrange time off for appointments.
- I left the FDC program because parents got upset when I tried to arrange time off for vacations.
- I left the FDC program because I had no backup support for days when I wanted to take a break or lunch away from the children.

### *Income no longer wanted or needed: (RICH)*

- I left the FDC program because I no longer wanted the extra income.
- I left the FDC program because I no longer needed to supplement my spouse's income.
- I left the FDC program because I no longer wanted extra spending money.

### *Too much time spent with the job and related issues: (TIME)*

- I left the FDC program because my work days were too long.
- I left the FDC program because I was exhausted by the end of the day from my role as an FDC provider.
- I left the FDC program because I was less patient with my own children by the end of the day than I normally would have been.
- I left the FDC program because the annual training had to be taken during my time off.

*Negative relationship with FDC administrators: (STAFF)*

- I left the FDC program because I disliked the FDC staff.
- I left the FDC program because I did not agree with the FDC staff on various issues.
- I left the FDC program because I would rather leave than have my license suspended.

*Air Force oversight: (RULES)*

- I left the FDC program because I think there is too much paperwork required.
- I left the FDC program because there are too many rules to follow.
- I left the FDC program because I do not like being told how to run my business.
- I left the FDC program because I did not want to pay for liability insurance.

*Lack of personal satisfaction: (PERSNL)*

- I left the FDC program because it was a job that offered little or no opportunity for growth.
- I left the FDC program because I wanted to get out and interact with other adults.
- I left the FDC program because parents did not treat me as a professional caregiver.
- I left the FDC program because I was no longer enthusiastic about being a FDC provider.
- I left the FDC program because I was tired of staying at home all the time.

*Lack of support and rewards: (REWARD)*

- I left the FDC program because the FDC staff did not appreciate my contribution to the FDC program.
- I left the FDC program because my spouse did not support my efforts.
- I left the FDC program because I did not earn enough to make it worth while.
- I left the FDC program because it didn't offer any "perks" such as paid vacation time or retirement pensions.

## **Appendix G: Approval for Survey Application**

**STAFF SUMMARY SHEET**

	TO	ACTION	SIGNATURE (Surname), GRADE AND DATE		TO	ACTION	SIGNATURE (Surname), GRADE AND DATE
1	AFIT/LAC	Coord	<i>Devin J. McLean</i> 8 Jun 96	6	88 ABW/CA	Coord	<i>Heidi G. S.</i> 18 Jun
2	88 SPTG/SVY	Coord	<i>Robert</i> 15 Jun 96	7	88 ABW/CV	Coord	<i>P. Col. J.</i>
3	88 SPTG/SV	Coord	<i>Luis</i> 7/6	8	88 ABW/CC	Approve	<i>Blitzig Capt 7/6</i>
4	88 SPTG/CC	Coord	<i>Stanley Col (16)</i>	9			
5	88 ABW/CCE	Coord	<i>Tomoko, Capt (18)</i>	10			

SURNAME OF ACTION OFFICER AND GRADE		SYMBOL	PHONE	TYPIST'S INITIALS	SUSPENSE DATE
Lt Rowe		AFIT/LA (GTM)	5-7777, x2277	kar	22 Jul 96
SUBJECT					DATE

**Management Survey of Family Day Care Providers**

**SUMMARY**

1. Request your coordination and approval to survey Wright-Patterson AFB Family Day Care (FDC) providers in support of a master thesis at the Graduate School of Logistics and Acquisition Management.
2. The purpose of the survey is to understand the degree to which various motivators for entering and leaving the FDC program influence FDC providers at Wright-Patterson AFB. With the insight obtained through the survey, the FDC coordinator can enhance marketing efforts to attract potential providers and mold the FDC program to affect the retention of providers who are currently in the program. The overall goal of this effort is to assist the FDC coordinator in reaching or surpassing an Air Force target of approving "at least 5 percent of the enlisted housing units as family day care homes" (AFI 34-701, 1994).
3. A point paper of survey implementation is provided at Tab 1.
4. Two surveys will be used. The first survey (recruitment survey) will measure motivators for entering the FDC program (Tab 2). The second survey (retention survey) will measure motivators for leaving the FDC program (Tab 3).
5. The recruitment survey will be applied to the current population of forty-four FDC providers at Wright-Patterson AFB, and the reliability and results of the survey will be published in the thesis. The retention survey will be applied to five FDC providers at Wright-Patterson AFB who have most recently left the program, but who have not relocated to a new base. The retention survey will be treated as a pilot study and only the reliability of the instrument will be published in the thesis. Both surveys will be made available to the FDC coordinator for future use.

**RECOMMENDATION**

6. Recommend the offices identified in blocks 1 thru 7 above coordinate. Recommend the 88th ABW commander approve.

*See Block 1*

DAVID K. VAUGHAN  
Assistant Dean for Research and Consulting and  
Associate Professor  
Graduate School of Logistics and  
Acquisition Management

**3 Tabs**  
1. Point Paper for Survey Implementation  
2. Recruitment Survey  
3. Retention Survey

TALKING PAPER  
ON  
SURVEY IMPLEMENTATION

- Initial Contact

- Family Day Care (FDC) providers will be individually contacted in person
- The surveyor will introduce herself as an Air Force Institute of Technology graduate student who is conducting research on FDC providers
- The surveyor will provide a brief background of the research and emphasize the importance of the provider's role in supporting Air Force objectives

- Survey

- The surveyor will explain the purpose of the research and request the provider's support through participation in the survey
- The surveyor will emphasize the security of the provider's inputs
  - The surveys will not be coded or contain any personal information which will distinguish providers from one another
  - The surveyor will not make any notations on the surveys upon retrieval and surveys will be shuffled as they are added to existing surveys
  - Annotations will not be made to indicate which individual did or did not participate in the survey
- If the provider agrees to participate, the survey will be given to him or her
  - The provider can complete the survey at his or her leisure
  - The surveyor will arrange a time with the provider as to when the survey will be physically retrieved by the surveyor
- If the provider declines participation in the survey, the surveyor will cordially thank him or her for his or her time and leave

- Retrieval

- Surveys will be retrieved in person at a time previously designated by the provider

## Appendix H: Raw Data from Recruitment Survey

1	3	5	5	5	4	1	2	2	1	1	1	4	1	5	5	5	5	2	2	1	5	5	5	4	5	1	1	1	5		
2	3	4	4	4	2	4	2	2	5	5	1	2	4	4	4	1	2	3	1	3	2	2	1	4	5	5	4	1	2	1	
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**Appendix I: T-test Comparisons of Two Groups of Providers**

t-Test: Paired Two Sample for Means		
Inc	Variable 1	Variable 2
Mean	3.75	1.75
Variance	0.204545455	0.568181818
Observations	12	12
Pearson Correlation	0.333333333	
Hypothesized Mean Difference	0	
df	11	
t Stat	9.38083152	
P(T<=t) one-tail	6.97437E-07	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	1.39487E-06	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
SpBucks	Variable 1	Variable 2
Mean	2.083333333	4.25
Variance	0.265151515	0.75
Observations	12	12
Pearson Correlation	0.560611911	
Hypothesized Mean Difference	0	
df	11	
t Stat	-10.45719567	
P(T<=t) one-tail	2.36054E-07	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	4.72107E-07	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
NoCare	Variable 1	Variable 2
Mean	4.083333333	4.75
Variance	1.210144928	0.282608696
Observations	24	24
Pearson Correlation	-0.26021286	
Hypothesized Mean Difference	0	
df	23	
t Stat	-2.43628485	
P(T<=t) one-tail	0.011497447	
t Critical one-tail	1.713870006	
P(T<=t) two-tail	0.022994893	
t Critical two-tail	2.068654794	

t-Test: Paired Two Sample for Means		
KidHome		
	Variable 1	Variable 2
Mean	1.222222222	1.166666667
Variance	0.183006536	0.147058824
Observations	18	18
Pearson Correlation	-0.239045722	
Hypothesized Mean Difference	0	
df	17	
t Stat	0.368781778	
P(T<=t) one-tail	0.358421508	
t Critical one-tail	1.739606432	
P(T<=t) two-tail	0.716843016	
t Critical two-tail	2.109818524	

t-Test: Paired Two Sample for Means		
NoJob		
	Variable 1	Variable 2
Mean	4.666666667	4.666666667
Variance	0.242424242	0.242424242
Observations	12	12
Pearson Correlation	-0.5	
Hypothesized Mean Difference	0	
df	11	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	1	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
HmWrk		
	Variable 1	Variable 2
Mean	4.166666667	4.333333333
Variance	0.515151515	0.424242424
Observations	12	12
Pearson Correlation	-0.129640745	
Hypothesized Mean Difference	0	
df	11	
t Stat	-0.560611911	
P(T<=t) one-tail	0.293149653	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.586299307	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
Plmt	Variable 1	Variable 2
Mean	3	3.944444444
Variance	1.647058824	1.232026144
Observations	18	18
Pearson Correlation	0.123881888	
Hypothesized Mean Difference	0	
df	17	
t Stat	-2.521062631	
P(T<=t) one-tail	0.01098924	
t Critical one-tail	1.739606432	
P(T<=t) two-tail	0.021978481	
t Critical two-tail	2.109818524	

t-Test: Paired Two Sample for Means		
StayHom	Variable 1	Variable 2
Mean	1.5	1.333333333
Variance	0.454545455	0.242424242
Observations	12	12
Pearson Correlation	0	
Hypothesized Mean Difference	0	
df	11	
t Stat	0.691564075	
P(T<=t) one-tail	0.251772953	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.503545906	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
OwnBos	Variable 1	Variable 2
Mean	2.611111111	3.277777778
Variance	1.310457516	1.859477124
Observations	18	18
Pearson Correlation	-0.002093494	
Hypothesized Mean Difference	0	
df	17	
t Stat	-1.586984095	
P(T<=t) one-tail	0.065470258	
t Critical one-tail	1.739606432	
P(T<=t) two-tail	0.130940517	
t Critical two-tail	2.109818524	

t-Test: Paired Two Sample for Means		
KidSkill	Variable 1	Variable 2
Mean	2.833333333	3.833333333
Variance	2.151515152	1.787878788
Observations	12	12
Pearson Correlation	-0.200857555	
Hypothesized Mean Difference	0	
df	11	
t Stat	-1.593255014	
P(T<=t) one-tail	0.069704988	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.139409977	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
MveJob	Variable 1	Variable 2
Mean	2.555555556	3.833333333
Variance	0.967320261	1.676470588
Observations	18	18
Pearson Correlation	-0.200165887	
Hypothesized Mean Difference	0	
df	17	
t Stat	-3.052731725	
P(T<=t) one-tail	0.00359853	
t Critical one-tail	1.739606432	
P(T<=t) two-tail	0.00719706	
t Critical two-tail	2.109818524	

t-Test: Paired Two Sample for Means		
FunKid	Variable 1	Variable 2
Mean	1.666666667	2.083333333
Variance	0.424242424	0.628787879
Observations	12	12
Pearson Correlation	-0.11734293	
Hypothesized Mean Difference	0	
df	11	
t Stat	-1.331988569	
P(T<=t) one-tail	0.104901763	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.209803525	
t Critical two-tail	2.200986273	

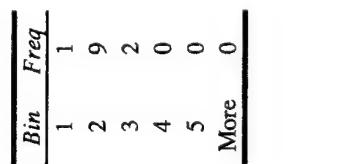
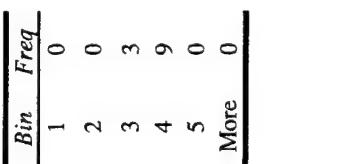
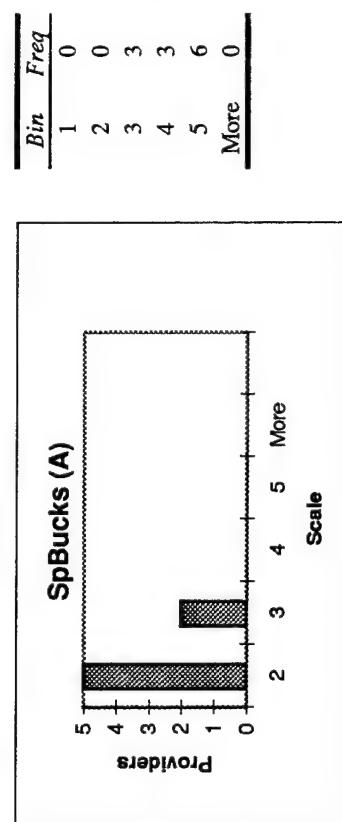
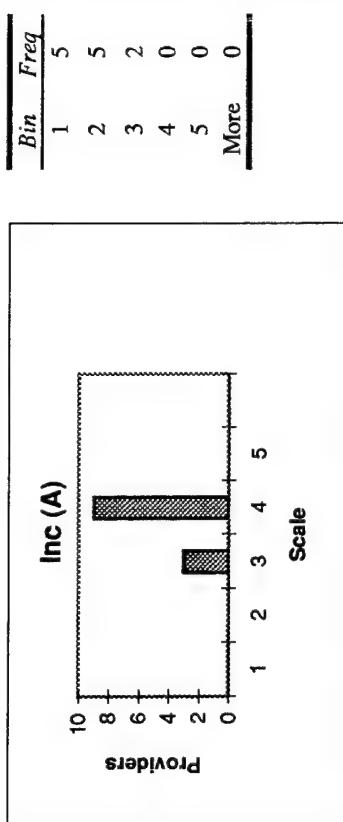
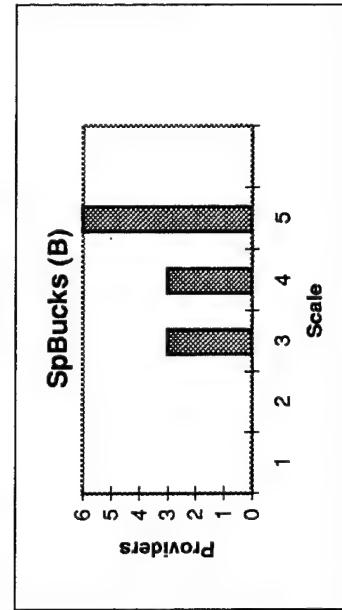
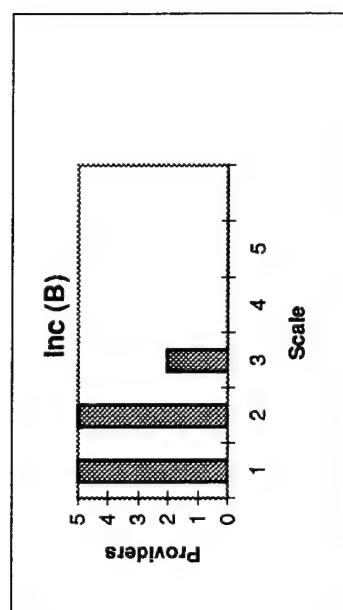
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Nest	Variable 1	Variable 2
Mean	4.333333333	4.166666667
Variance	0.787878788	0.696969697
Observations	12	12
Pearson Correlation	0.40893041	
Hypothesized Mean Difference	0	
df	11	
t Stat	0.615881762	
P(T<=t) one-tail	0.275251858	
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P(T<=t) two-tail	0.550503716	
t Critical two-tail	2.200986273	

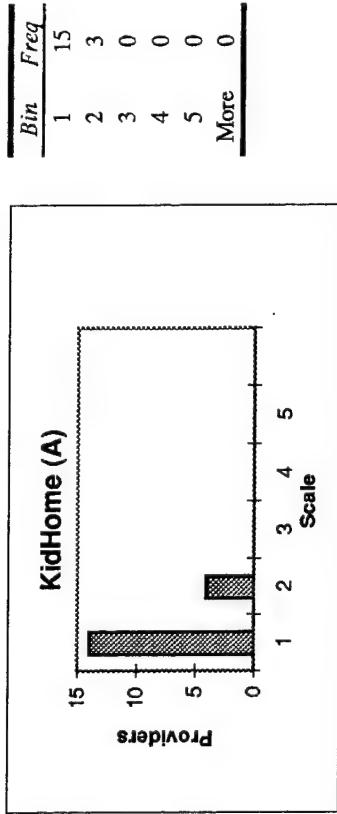
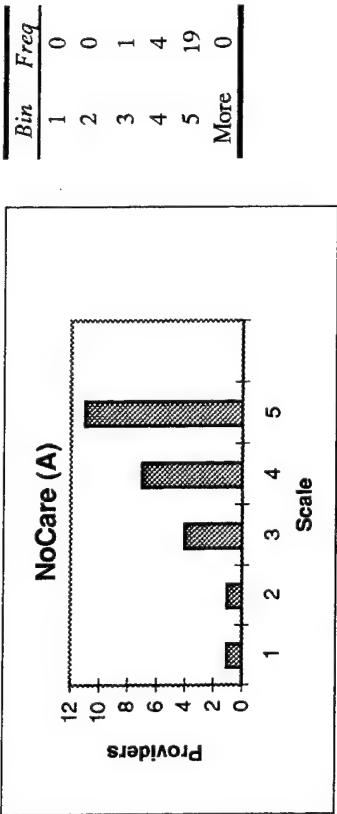
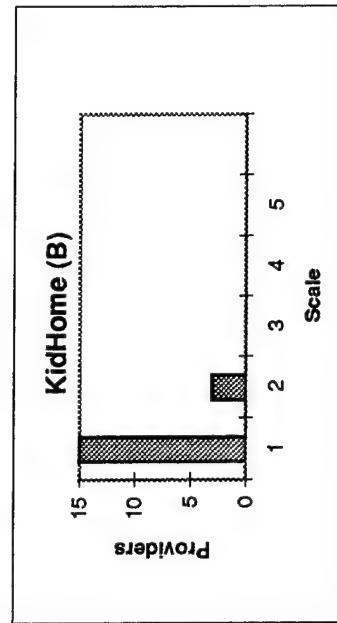
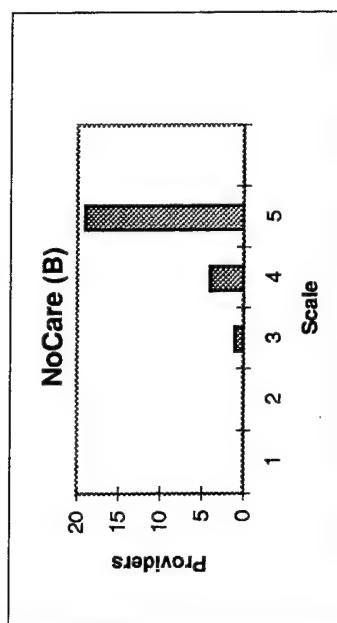
t-Test: Paired Two Sample for Means		
ComSrv	Variable 1	Variable 2
Mean	3	3
Variance	1.882352941	1.176470588
Observations	18	18
Pearson Correlation	0.395284708	
Hypothesized Mean Difference	0	
df	17	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.739606432	
P(T<=t) two-tail	1	
t Critical two-tail	2.109818524	

t-Test: Paired Two Sample for Means		
Frnd	Variable 1	Variable 2
Mean	4.75	4.833333333
Variance	0.204545455	0.151515152
Observations	12	12
Pearson Correlation	-0.25819889	
Hypothesized Mean Difference	0	
df	11	
t Stat	-0.43178777	
P(T<=t) one-tail	0.337118619	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.674237238	
t Critical two-tail	2.200986273	

t-Test: Paired Two Sample for Means		
Bore	Variable 1	Variable 2
Mean	3.583333333	4.416666667
Variance	0.810606061	0.992424242
Observations	12	12
Pearson Correlation	0.41387438	
Hypothesized Mean Difference	0	
df	11	
t Stat	-2.803059553	
P(T<=t) one-tail	0.008590244	
t Critical one-tail	1.795883691	
P(T<=t) two-tail	0.017180487	
t Critical two-tail	2.200986273	

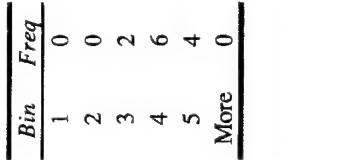
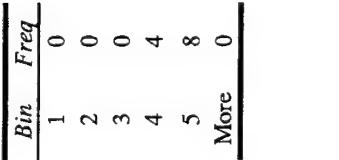
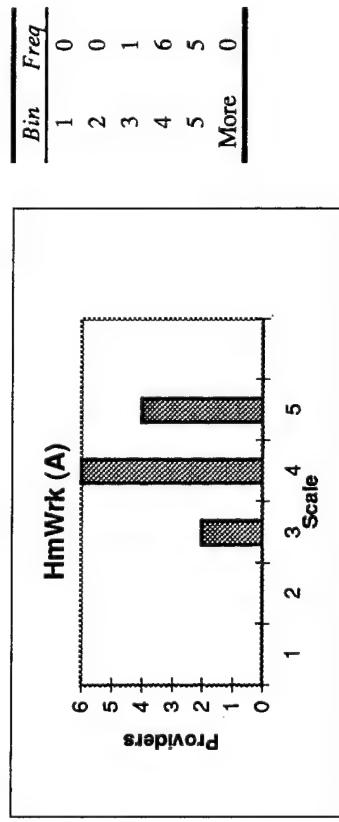
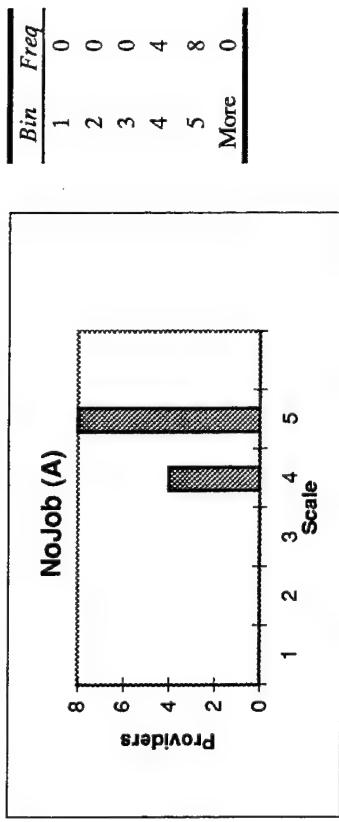
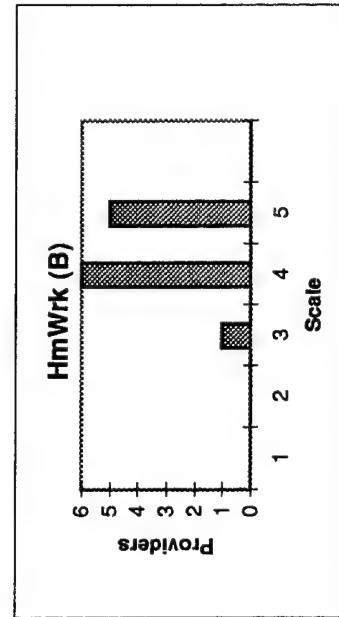
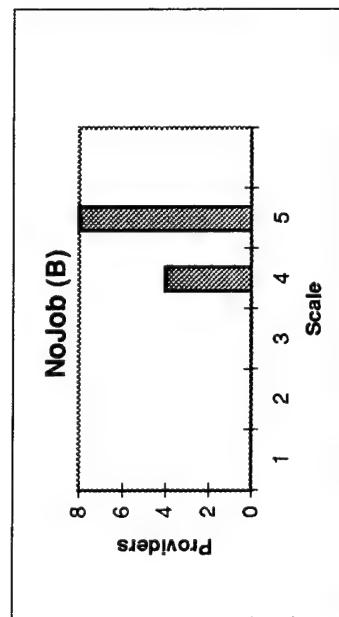
Appendix J: Graphical Comparison of Two Groups of Providers

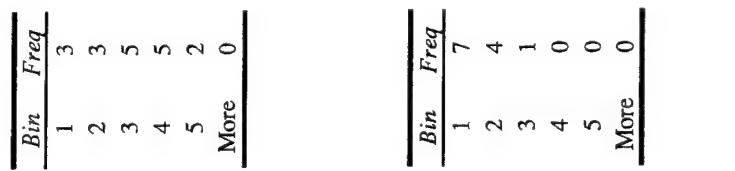
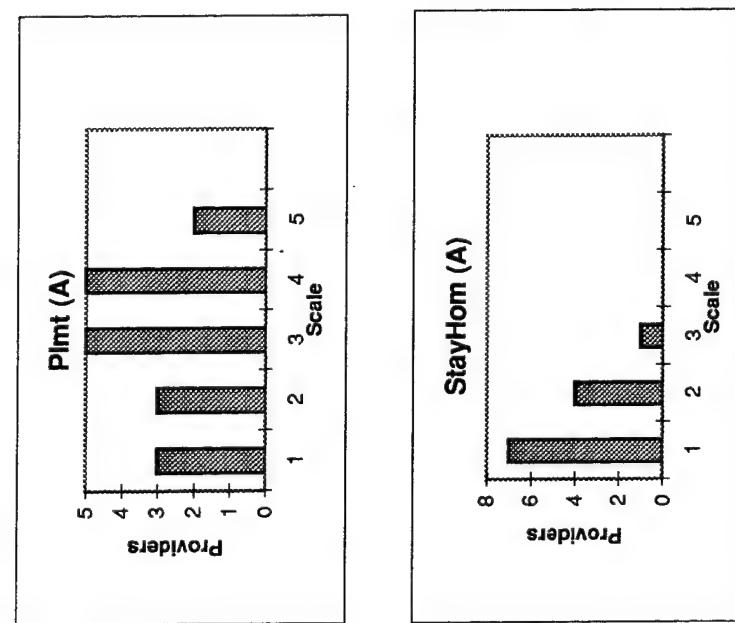
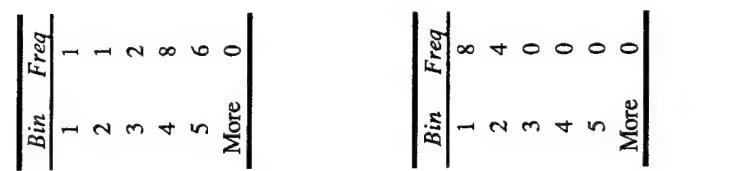
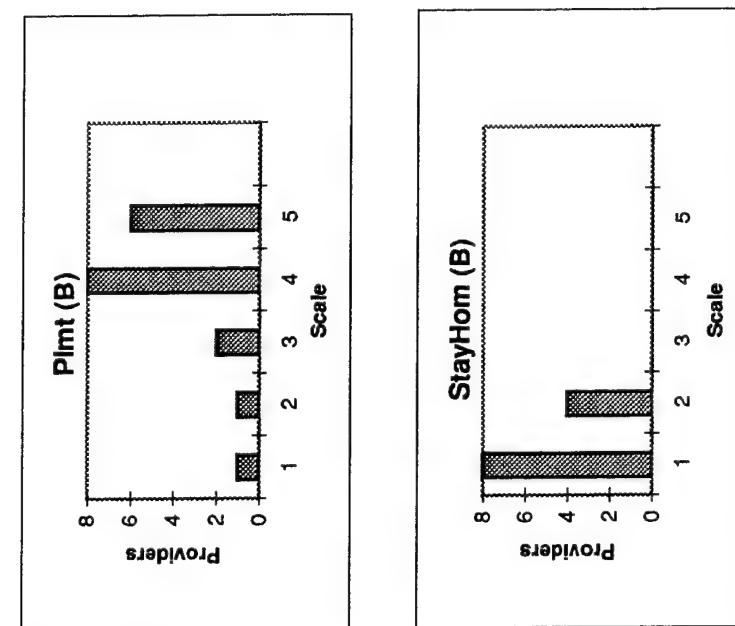


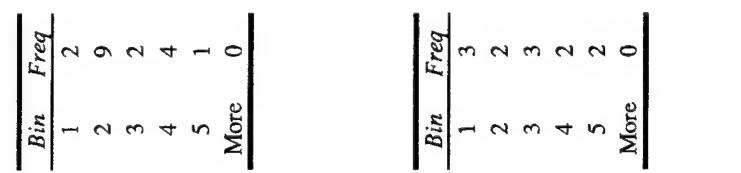
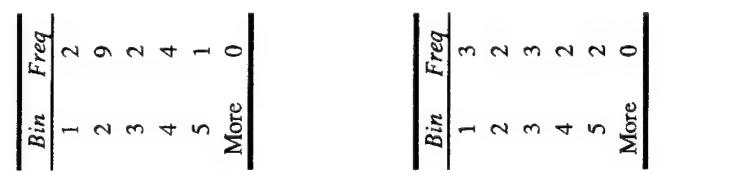
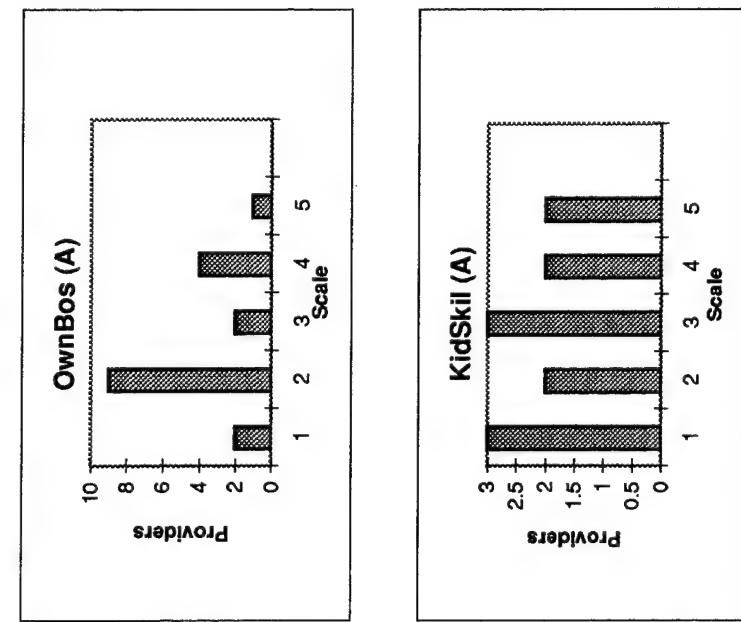
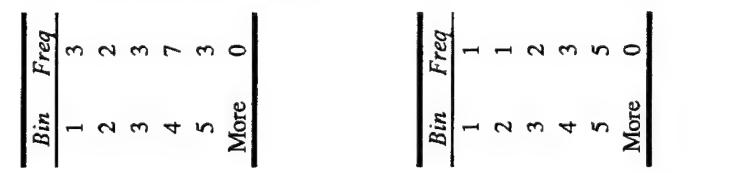
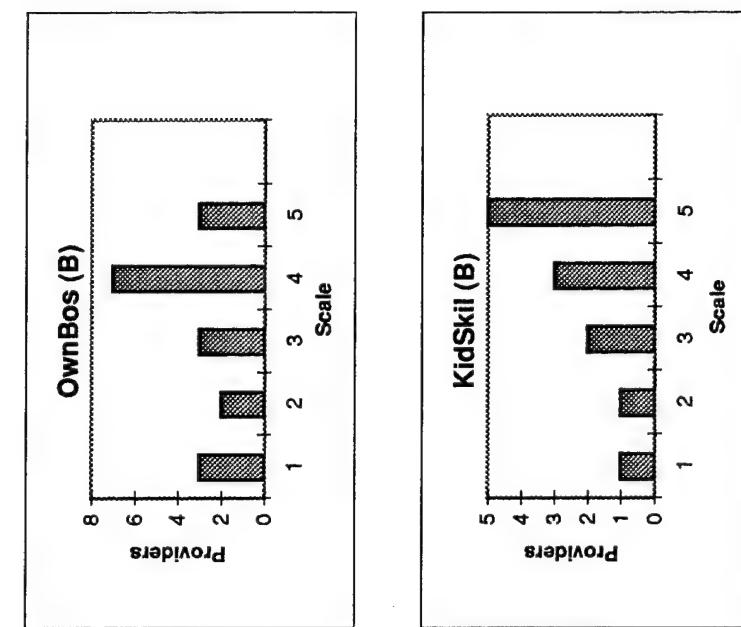


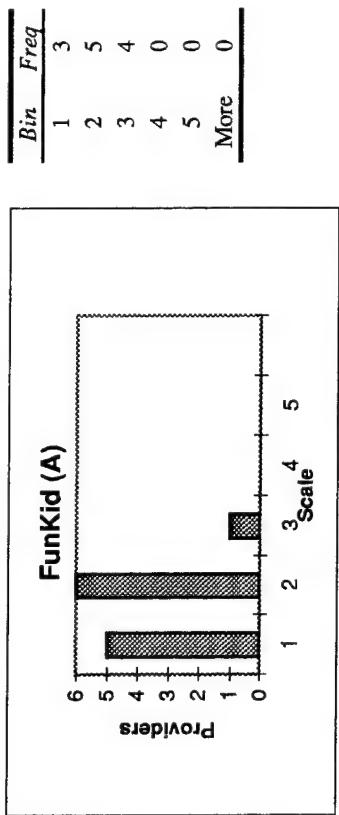
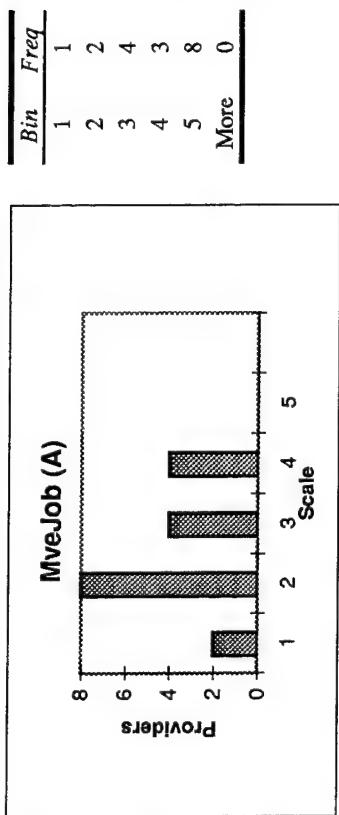
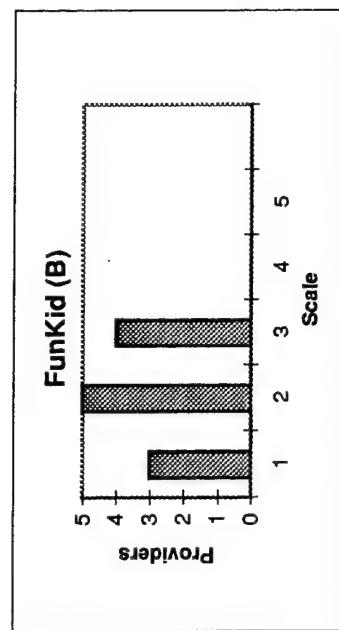
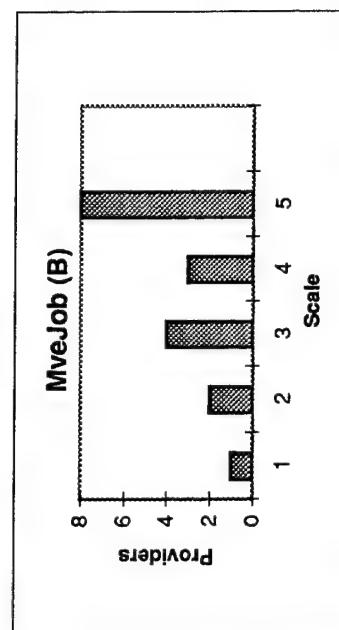
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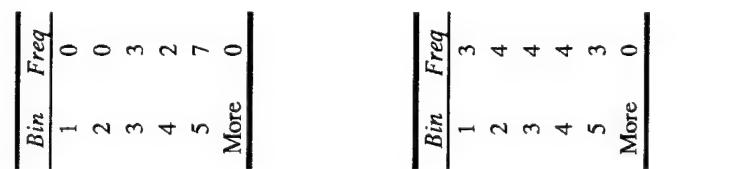
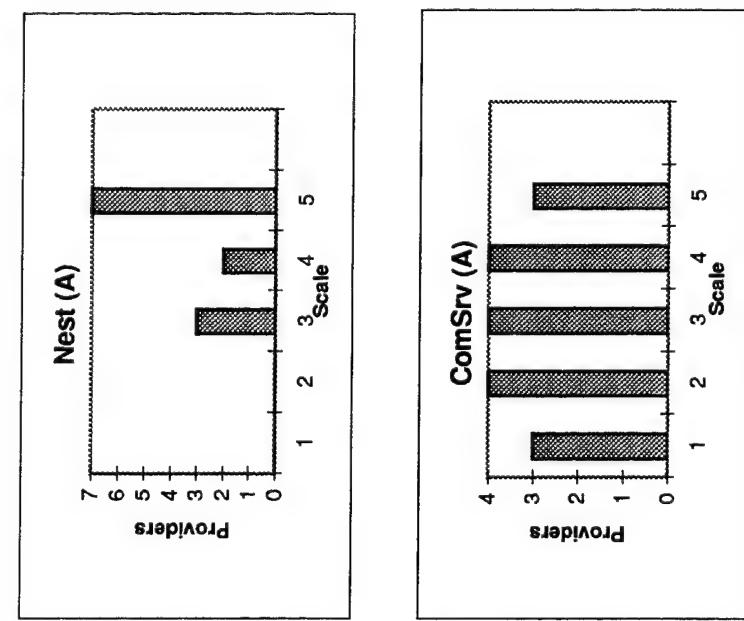
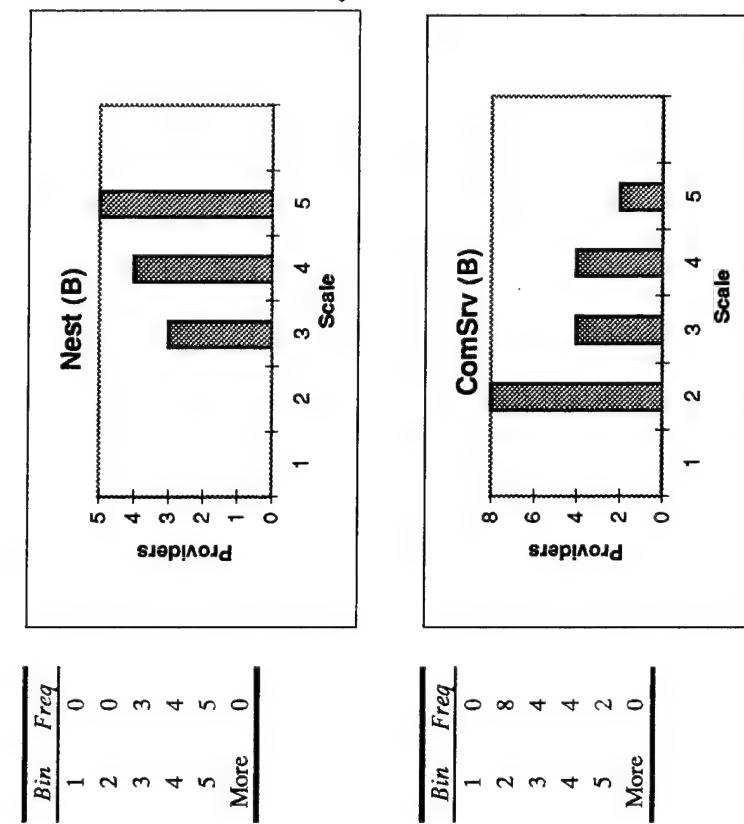


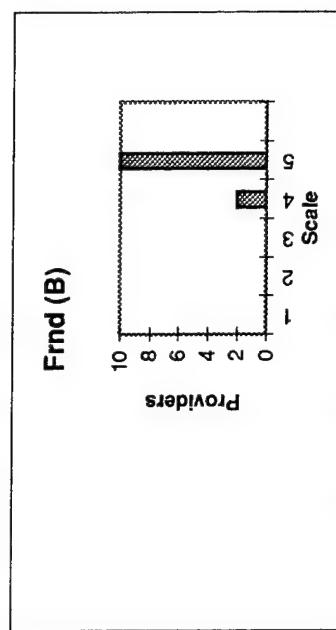




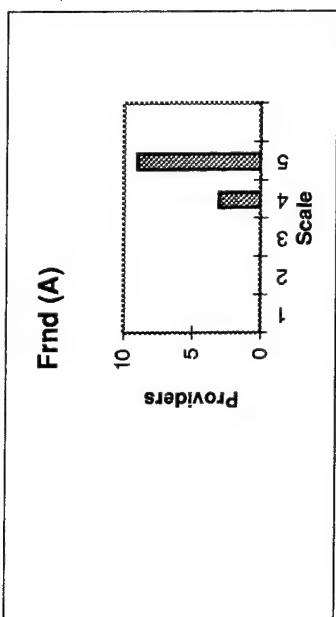
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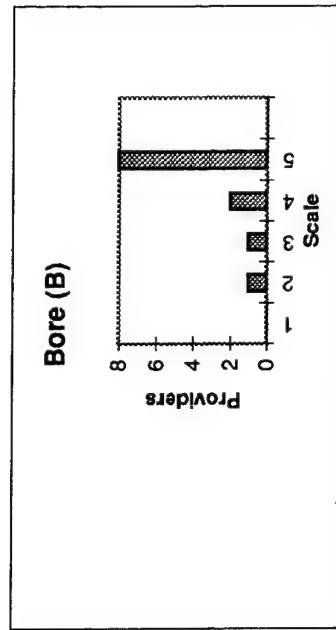




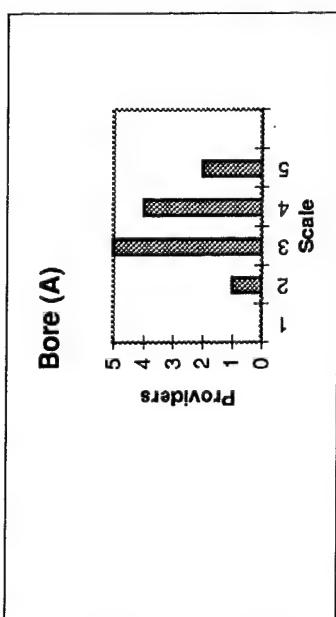
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## Vita

Lieutenant Kimberly Rowe was born and raised in Mesa, Arizona. She was awarded scholarships from the University of Arizona, Northern Arizona University, Arizona State University, and Mesa Community College upon her graduation from Mountain View High School. Kim received her Associate's Degree in General Business at Mesa Community College before completing her Bachelor's Degree in Business Management at Arizona State University.

Immediately following her graduation from Arizona State University, Kim entered Officer Training School for the USAF and received her commission on September 23, 1992 at the Medina Annex of Lackland Air Force Base, Texas. Her first assignment was to Yokota Air Base, Japan, where she performed as an Air Transportation Operation Center (ATOC) Duty Officer and Officer-In-Charge of Airlift Information Systems. Kim's tour in Japan ended upon her selection for the Air Force Institute of Technology (AFIT).

Lieutenant Rowe married Denny J. Rowe on June 3, 1989 and they have two sons, Tiyo and Rioh. Kim has accepted an assignment to Travis Air Force Base, California, upon her graduation at AFIT.

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6. AUTHOR(S) Kimberly A. Rowe, Lieutenant, USAF			
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